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This institutional self-study, prepared as an application for accreditation by the North Central Association of Colleges and Secondary Schools, may serve as a model for others making similar application. Introductory material includes a model of the new campus; names of trustees, administrators, state regents, and committee members; and a preface commenting on the college in transition from an 80-year-old private school to a public 2-year comprehensive community college. Subsequent sections cover: (1) role, philosophy, functions, objectives, and history of the college; (2) its administrative structure, faculty organization and duties, and committees; (3) its five academic programs, its community services (evening college, adult programs, work-study plan, job placement, tutorial assistance), its procedures for developing new programs, the Dayton-Miami Valley inter-institution cooperative consortium, and the strengths and weaknesses of the current programs; (4) faculty (selection, retention, qualifications, salary) and instruction; (5) learning resources center (library, audio-visual service, reading improvement); (6) student services, activities, and characteristics; (7) financial resources (taxes, loans), accounting and budget procedures, and present and planned physical facilities. The report also includes tables, figures, a summary, and an appendix with miscellaneous information and detail. (HH)

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INSTITUTIONAL SELF-STUDY

OF

SINCLAIR COMMUNITY COLLEGE

Submitted as an

Application for Accreditation

to

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Sinclair Community College
Dayton, Ohio
March, 1969

JC 690 187

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 27 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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SINCLAIR COMMUNITY COLLEGE

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General Motors Corporation

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M. W. Kenna
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P. Vera
D. M. Milby

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H. Bussey
L. B. Thompson
W. J. Bunnell
W. J. Fuller
*C. A. Gillum
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*T. E. Bufkin

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R. D. Rust
G. Bohichik
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*E. G. Stathes
*K. S. Helm

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C. Lumpp
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R. L. Moubray
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Faculty Editor: Mrs. Joann L. Oh
*Student Members

PREFACE

Sinclair Community College, founded as a private institution some eighty years ago, has within the last two years experienced a startling metamorphosis and is now emerging as a two-year public comprehensive community college.

As a part of the developmental process, North Central accreditation is being sought. This has involved the faculty, administration and students in a soul-searching analysis as to the role and function of not just any junior college but this particular college in Dayton, Ohio, a highly industrialized city with both a private and a public university as parts of the same community.

The faculty and students, in the tradition of such studies, were organized into committees, which are described elsewhere, and proceeded with varying degrees of enthusiasm to try to find answers to the problem of what we are becoming and how we can most effectively function in the new role which we are expected to assume.

Encrusted tradition, lack of exposure to the community college concept, and preconceived notions about COLLEGE posed problems that were difficult to surmount and engendered spiritual anguish for many.

The document which follows is the product of serious contemplation in an effort to find direction through the maze of conflicting paths which seemed to be beckoning. Sinclair Community College has through these studies found direction and is confident that it will be able to fulfill the role it has assumed for the benefit of an ever-increasing number of students.

The patient counsel of our North Central Consultant, Dr. John Turano, has been of help throughout the study and is much appreciated.

While the metamorphosis is not yet completed, the form and shape of the institution is clearly discernible and, I am confident, will shortly blossom into a mature institution which will serve its purpose well and be a source of pride to its students, its faculty, and its community as well as to the North Central Association of Colleges and Secondary Schools.

Marvin C. Knudson

Marvin C. Knudson
President

CHAPTER I

THE ROLE OF THE COLLEGE

INTRODUCTION

Sinclair Community College seeks to provide maximum opportunities for higher education to all citizens of Dayton and Montgomery County, Ohio. The educational programs and physical facilities of the college are planned and the faculty is chosen with this basic purpose in mind. Created as an upward extension of public education, Sinclair is organized to meet educational needs beyond those already identified and served by the regular public school program. All of the college's activities are devoted to the provision of quality programs for any citizens who may profit from post-secondary studies up to two years. In addition, the college is sensitive to the requirements of the community for service programs and general cultural enrichment. The academic and administrative organization of the college is designed to sense and reflect the nature and needs of the community, and all college personnel are working in united effort to fulfill the role of Sinclair as a community college in spirit and in fact.

While focusing primarily on the educational needs of the community it serves, Sinclair Community College is yet aware of regional and national educational horizons. The educational programs of the college are developed within the concept of a complex society so that the student may be helped to become a functional member of the state and nation as well as the local community.

PHILOSOPHY

Sinclair Community College subscribes to the belief that the most important attribute of our community is the abilities of its citizens and that our college must offer ever-widening opportunities for higher education. It seeks to extend diversified educational opportunities to assist high school graduates to develop within the limits of their potentialities. Sinclair adheres to an "open door" admission policy, as prescribed by Ohio law, for all Ohio residents who graduate from high school.

At Sinclair Community College, the primary emphasis of the faculty and administration is on masterful classroom teaching. Faculty interest centers on concern for the student and the pursuit of academic and teaching excellence. A concerted effort is made to keep abreast of advancing educational materials and techniques.

Sinclair Community College subscribes to the view that general education is included in all programs and courses. We believe that all courses contribute to the development of the individual. General education is provided directly through specific courses of a general nature and indirectly within the specific objectives of each course.

FUNCTIONS

Sinclair Community College recognizes its obligation to make available to the community all the opportunities implicit in its functions as a comprehensive community college. It strives to respond to the diversified manpower educational needs of area employers as well as the career and educational needs of students through research of these needs. Career programs are developed in cooperation with advisory committee members chosen primarily from the College District.

The community college serves as a proving ground and as a self-finding experience for students, since many high school graduates are still uncertain about their educational and vocational goals. One of its major functions is to provide guidance and counseling services to assist students in making appropriate academic and vocational decisions toward the fulfillment of their needs and goals.

It is committed to providing excellent post-high school education accessible to all in a location convenient to the student and at a modest cost. It combines general education in the liberal arts with meaningful and relevant career preparations to enable some to go on to colleges and universities for advanced study and others to move directly into various career fields.

Sinclair Community College offers high school graduates with academic deficiencies or weaknesses an opportunity to develop college level skills and attitudes and to demonstrate through performance the ability to profit from college experience.

OBJECTIVES

The specific objectives of Sinclair Community College are to provide the following:

Career Education

General and specialized curriculums prepare the student for occupational competency in semi-professional and technical fields in industry, business, health, public service and other areas leading to the Associate degree or to a certificate of completion. Opportunity is provided, on an elective basis, for qualified students to participate in a Cooperative plan which combines alternating periods of work experience with college study.

General Education

General education experiences are designed to help the student develop and improve his ability to think clearly, to express himself effectively in both oral and written communication, to analyze and evaluate specific data and theoretical concepts with a critical and objective mind, and to appreciate the cultural experience available to him. Sinclair Community College provides a suitable environment for the student to develop his spiritual, moral, and ethical values; to develop respect for others and for proper authority; and to develop a realization of his obligations as a citizen in a democratic and free society.

Adult Education

Educational opportunities are provided for adults wishing to continue their education in order to satisfy individual needs or to pursue a program leading to an Associate degree. These educational needs may include vocational advancement; understanding of civic, public, and international affairs; avocational, cultural, or personal growth.

Transfer Programs

Curriculums in the liberal arts, science, and pre-professional education comparable to those available in the first and second years of four-year colleges and universities are offered. Successful completion of these curriculums generally qualifies a student for transfer with advanced standing to institutions of higher education when the student follows the pattern of study required by the school to which he intends to transfer.

HISTORY OF THE COLLEGE

Since the institution now called Sinclair Community College developed as a department of the Dayton YMCA, the history of the college must start with that organization. The formal organization of the Dayton YMCA took place March 2, 1870. In these early days the

Board of Trustees rejected a recommendation by the General Secretary to offer a class to train teachers for the Sunday Schools of the community on the basis that such work was beyond the province of the Young Men's Christian Association. In 1879, the Board of Trustees again rejected a similar recommendation from a group of young men who requested a class in freehand drawing on the basis that the YMCA had no suitable room available for a class of this kind.

Apparently increasing thought was given to educational work following those early requests for classes because in 1887 an Education Committee was established and a special effort was made to initiate formal educational classes. The first classes were held in vocal music, German, business arithmetic, penmanship, orchestral music, and stenography. Since the anticipated enrollment in the classes was greater than the actual enrollment, evidently greater effort and more effective planning were necessary if the educational program was to develop as envisioned by these men.

In order to broaden the educational program and to increase participation, the General Secretary of the YMCA, the President of the Board of Trustees, and the Chairman of the Educational Committee spent from one to three afternnons of each week for several months of the following summer visiting practically all the shops in Dayton. They called upon the employer first, then with his permission upon the foreman, and finally upon the workmen themselves to determine Dayton's vocational-educational needs. The excellent enrollment resulting from this effort taxed the capacity of the YMCA's physical accommodations.

The educational program had an astonishing growth until World War I when several factors growing out of the war affected the program adversely. The Smith-Hughes Act, which was passed by the Federal Government in 1917 to meet the urgent demand for skilled workers, was primarily responsible for the eventual discontinuation of the vocational classes. The act encouraged local public schools to initiate vocational programs by providing Federal funds for the operation of them. After the war, the continuation and expansion of vocational education in the Dayton Public Schools eliminated the need for classes of that nature in the YMCA.

The policy of finding the need and endeavoring to meet it influenced the policy-making body of the YMCA to think in terms of providing college-level opportunities.

In 1921, the Dayton School of Commerce and Finance was established as a four-year program. On March 21, 1924, a charter was received from the State Department of Education authorizing the school to confer the degree of Bachelor of Commercial Science. In 1927, a Liberal Arts program was started in cooperation with Wittenberg College. In the 1938-1939 school year, the technical program was given equal status with the School of Commerce and Finance.

Some other developments have been significant in the growth of the college. The first was the change of the name in 1948 from the Dayton YMCA College to Sinclair College, in honor of David Sinclair, the General Secretary of the YMCA from 1874 to 1902 and the founder of the educational program.

The second was the establishment of the coordinated work-study program for evening students in 1952 and the cooperative program in 1954 for day students. The purpose of these programs was to create a stronger relationship between potential employers and Sinclair College students.

The third, which took place in June, 1959, was the incorporation of Sinclair College as a non-profit institution of higher education under the laws of the State of Ohio. The college was authorized by the State Board of Education to conduct a junior college program and confer appropriate Associate degrees in Arts and Sciences.

The fourth was the conversion of privately-supported Sinclair College to community college status. In May of 1966 the voters of Montgomery County approved a one-mill, ten-year tax levy to support a community college. It was only natural that Sinclair College, already organized and operating as a two-year college of good reputation, should be acquired by the Community College District established by the voters of Montgomery County, Ohio. The assets of Sinclair College were transferred to the legally constituted governing body; Sinclair College became Sinclair Community College, and began operation under that name September 1, 1966, with a total enrollment of 2,000 students.

In 1967, Edward Durell Stone of New York, and Yount, Sullivan, and Lecklider of Dayton were named architects for the new campus. The master plan for the campus has been approved and buildings are expected to be ready for classes in September, 1971.

Upon its conversion to a public community college in 1966, Sinclair came under the provisions of the Ohio Community College Law. A District Board of Trustees was created to assume the immediate responsibility for the operation of the college. The Board of Trustees consists of nine members, six of whom are appointed by the Montgomery County Commissioners and three of whom are appointed by the Governor of Ohio. Continuity of Board operation is assured by staggered, overlapping terms of five years for Board members.

Sinclair Community College, as a state-assisted institution, comes under the general supervision of the Ohio Board of Regents, a state body appointed by the Governor to coordinate and make recommendations concerning the system of higher education in Ohio. The Board of Regents approves degree programs, rules on the feasibility of creating new institutions, and is responsible for the State Master Plan and its implementation.

CHAPTER II

ADMINISTRATIVE ORGANIZATION

INTRODUCTION

When Sinclair College moved from private status to public control and became Sinclair Community College in 1966, it became a part of the state system of higher education under the general auspices of the Ohio Board of Regents, appointed by the Governor. The Board of Regents is responsible for the State Master Plan and its implementation. However, administrative control of the college is largely vested in the local Board of Trustees, created in 1966 at the time of transition from private to public support and control. The conversion was facilitated by the fact that five of the nine members of the new Board of Trustees had also served on the Board for the private Sinclair College.

Extremely active in many community affairs, the Board members have also demonstrated great zeal in promoting the welfare of Sinclair Community College. They recognized the significant role a community college could fulfill in the Montgomery County area and worked tirelessly to effect its creation. They continue to provide outstanding leadership.

COLLEGE ADMINISTRATIVE STRUCTURE

The college has experienced profound changes and dramatic growth as a result of its conversion to a public institution. As it strives to respond to community needs and to anticipate continuing change and expansion, its organizational plan requires constant review and revision. The self-study sub-committee concerned with the administrative structure of the college devoted considerable time and analysis to this matter.

It submitted a number of recommendations to the administration and assisted in the development of the administrative organization which was approved by the Board of Trustees in the spring of 1968.

This plan, effective on July 1, 1968, is designed to serve the needs of the institution for a period of several years as it expands its programs and services to the community Thus, it provides the direction of activities which will be needed in two to five years. In this category are such internal operations as the bookstore, food services, physical plant and security, all to be administered in the future by a Director of College Business Services. Similarly, there is provision in the administrative structure for a Director of the Student Center planned for the new campus.

The new organizational plan divides the present functions of the business manager into two distinct operations, fiscal and business services. The functions of the Director of College Business Services are explained above. The fiscal responsibilities are vested in a controller who supervises the accounting, finance, budget and payroll functions.

The new organization places the academic concerns of the college under the supervision of the Dean of Instruction, with the various academic departments and programs grouped in three divisions: Business, General Studies and Science, and Engineering Technologies.

Recognizing the tremendous need for and the possibilities in adult education and community service programs, the college appointed a Dean of Continuing Education who assumed this position July 1, 1968. This individual has an earned doctorate and had previously served in a similar capacity with a community college in Florida. He is directly responsible to the Dean of Instruction.

The former registrar has been designated Director of Admissions and Records. He is directly responsible to the Dean of Student Services.

The organizational plan calls for a Director of Learning Resources, since the college anticipates that in the new facilities the library services will be transformed into a true learning resources center. The college is actively searching for a qualified person to fill this position.

The functions of the Director of the Cooperative Education program have been expanded to include job placement. The continuing contacts with business and industry required by the cooperative programs make this office a logical headquarters for placement services.

The new organizational structure takes cognizance of the ever-increasing burden of responsibility thrust upon the President and makes provision for an executive vice-president to shoulder some of this burden.

The reviewing process to which the administrative organization now in effect was subjected prior to its adoption will continue. The President and his staff recognize that flexibility is essential and will not hesitate to modify or alter the structure if subsequent experience indicates change is desirable. The sub-committee engaged in studying this area recognizes that any plan adopted is subject to criticism and that there can probably be no unanimity regarding any form of organization. The organizational structure approved by the Board of Trustees seems to be a viable one which will serve the college well in a period of change and growth.

FACULTY ORGANIZATION

The pattern of faculty organization reflects the interests, contributions, and flexibility of individual faculty members. This pattern encompasses the educational facets of the campus, encourages participation in campus activities and provides the machinery necessary for analysis and development. Students, faculty, and administration participate with an *esprit de corps* that finds the overall college organization, now in its third year of operation, continuing to gather the momentum required to fulfill its goals.

The existing committees represent the important areas of faculty concern. A study of faculty minutes reveals that some committees are used in solving institutional problems, while others are involved in planning and policy-making.

FACULTY COMMITTEES 1968-69

The Dean of Instruction appoints eight faculty members to each of the standing faculty committees at the beginning of each school year.

One first-year and one second-year student are selected for membership on the Educational Policy Committee, the Educational Improvement Committee, the Library and Instructional Media Committee, and the Ceremonial Committee by the Student Council and appointed by the President. These appointees are not members of the Student Council. An alternate is selected for each student.

The faculty committees work closely with the Academic Council and in an advisory capacity to the administrative staff personnel responsible for particular functions. All committee chairmen meet with the Academic Council at the beginning of each school year to review the problems needing investigation, and each committee is scheduled to report to the faculty at faculty meetings.

The Educational Policy Committee reviews the academic practices of the college to insure a quality program of instruction. It makes recommendations to the Dean of Instruction and Academic Council on such matters as:

1. Academic probation
2. Dismissal of students for academic or other reasons
3. Requirements for scholastic honors
4. Degree and certificate requirements
5. Waiver of requirements or course substitutions

It reviews and recommends to the Director of Admissions and Records on matters pertaining to:

1. Admission policies
2. Registration policies and procedures
3. Records policies
    a. Testing
    b. Re-admissions
    c. Advance standing
    d. Transfer students from other colleges
    e. Student withdrawals
    f. Grade reporting

The Educational Improvement Committee makes recommendations to the Dean of Instruction on matters pertaining to the entire instructional program.

Specifically it:

1. Surveys and recommends new courses and curriculum before adoption
2. Reviews and recommends instructional proposals from divisions
3. Reviews all curriculums periodically
4. Reviews course prerequisites and descriptions
5. Recommends the College Calendar
6. Reviews and recommends policies pertaining to:
    a. Special academic programs
    b. Grading
    c. Credit hour evaluation
    d. Teaching loads
    e. Examinations
    f. Class scheduling
    g. Utilization of facilities

The Faculty Personnel Committee makes policy recommendations to the Dean of Instruction on matters such as:

1. Tenure
2. Dismissals
3. Promotions
4. Salary
5. Leaves of absence
    a. Emergency and sick
    b. Sabbatical

Promotion and tenure recommendations initiated by the Division Chairmen will be reviewed by this committee. The committee also conducts hearings for tenured personnel under dismissal notice and submits its findings to the President.

The Library and Instructional Media Committee is responsible for recommending and interpreting library and audio-visual policies to the faculty and informing the Librarian of faculty needs. It is concerned with the continuous improvement of the service rendered by the library to all facets of the instructional program. Specifically, it:

1. Assists the Librarian in integrating the library and audio-visual service into the instructional program
2. Formulates policies for expansion of instructional media
3. Coordinates requisition of new books by developing and helping to administer a budget quota for each division
4. Establishes policies relating to the maintenance and use of audio-visual aids
5. Makes recommendations for acquisitions in fields not covered by the curriculum
6. Investigates and evaluates new teaching materials and techniques
7. Promotes and encourages greater faculty use of library and audio-visual resources

The Financial Aid Committee makes recommendations to the Dean of Student Services. It:

1. Reviews and recommends policies pertaining to:
   a. Scholarships, loans, and grants-in-aid
   b. Student campus employment
2. Makes scholarship and grant-in-awards

The Ceremonial Committee recommends policies and procedures concerning all aspects of commencement, convocations, and other ceremonies.

Efficient administration of a college depends upon coordination and teamwork among administrative officers and effective communication with faculty, staff, student body, and the community. Soon after assuming his duties, the current President implemented a program of analyzing administrative positions and writing job descriptions to define responsibilities. The President regards each office as a position of responsibility and calls upon Division Chairmen to exercise initiative in making decisions as they work with the faculty, the student body, and members of the community.

A major channel of communication between the teaching faculty, the President, and the Board of Trustees is the President's Cabinet, comprised of the College President, the Division Chairmen, the Provost, the Dean of Instruction, the Dean of Continuing Education, the Director of Institutional Research, the Director of Public Information, the Controller, the Director of College Business Services, the Dean of Student Services, and two members of the faculty elected by the whole faculty. Thus, the teaching faculty is distinctly a part of a policy-making group, and many benefits for the faculty have stemmed from this body. Reviewing and developing the total educational program of the college is the task of the President's Cabinet. As a special advisory committee, members meet bi-weekly with the President.

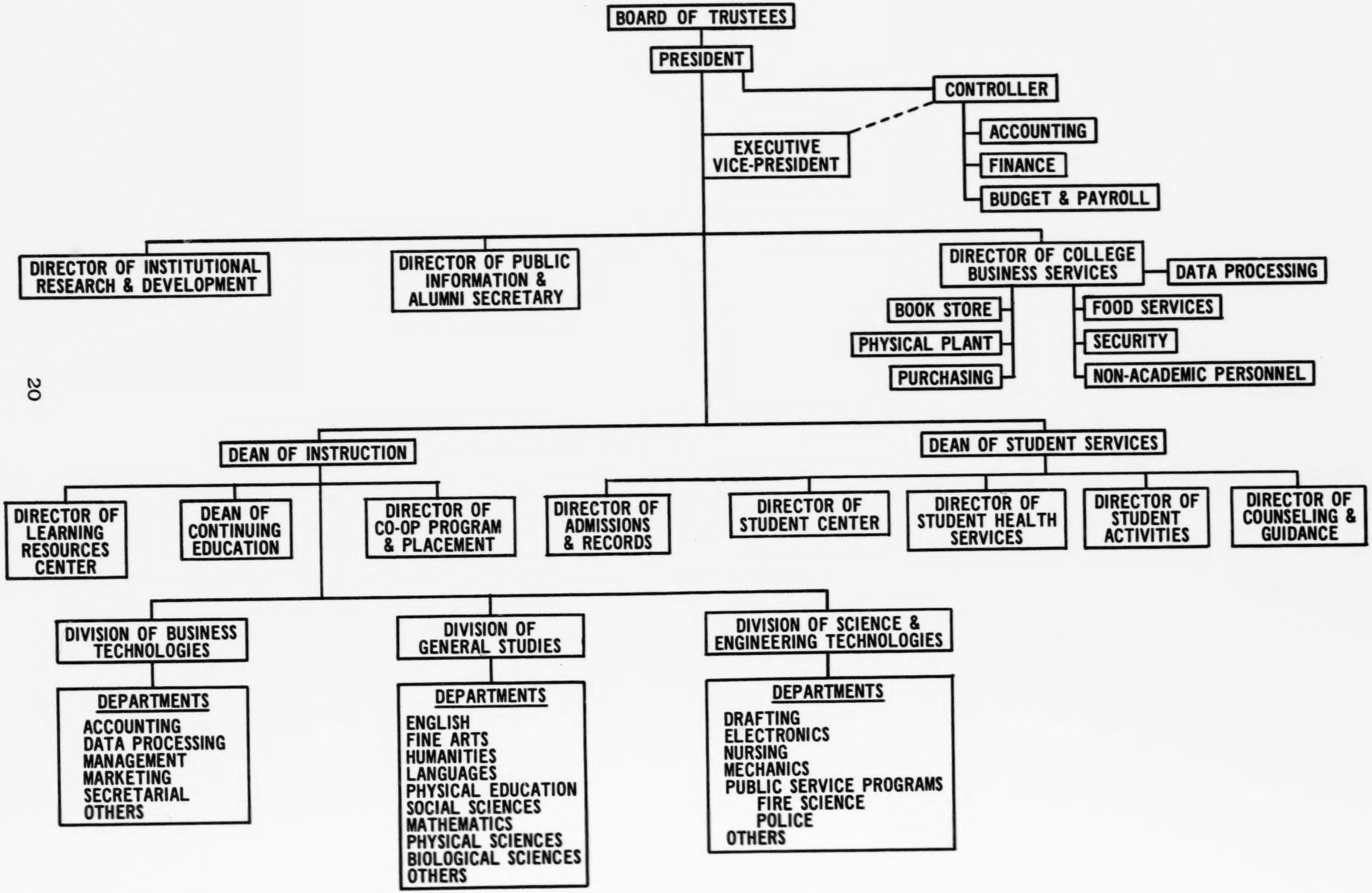
The Dean of Instruction is the Chairman of the Academic Council; membership comprises the Dean of Student Services, the Dean of Continuing Education, the Librarian, the Director of Admissions and Records, and Division Chairmen.

The Academic Council is charged with the enforcement, interpretation and waiving of academic regulations, consideration of curricular changes, improvement of instruction, development of procedures for the Learning Resources Center. These duties include: (1) determining the grade point level where students would be placed on academic probation; (2) deciding when students should be dismissed because of low grades; (3) judging policies for honors; (4) assessing methods for placing students in remedial courses; (5) acting as an appeal board for students who want to petition for reinstatement or to graduate when short a requirement; (6) approving alterations in course plans; (7) setting standards for general education requirement; (8) establishing graduation requirements.

The administrative organization at Sinclair Community College is designed to promote a two-way flow of communication between administration on the one hand and faculty and students on the other so that the operation of the college may be smooth and efficient in doing the job to which it is dedicated.

ORGANIZATIONAL STRUCTURE, SINCLAIR COMMUNITY COLLEGE

JULY 1, 1968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BOOK STORE
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SECURITY
NON-ACADEMIC PERSONNEL
DEAN OF INSTRUCTION
DEAN OF STUDENT SERVICES
DIRECTOR OF LEARNING RESOURCES CENTER
DEAN OF CONTINUING EDUCATION
DIRECTOR OF CO-OP PROGRAM & PLACEMENT
DIRECTOR OF ADMISSIONS & RECORDS
DIRECTOR OF STUDENT CENTER
DIRECTOR OF STUDENT HEALTH SERVICES
DIRECTOR OF STUDENT ACTIVITIES
DIRECTOR OF COUNSELING & GUIDANCE
DIVISION OF BUSINESS TECHNOLOGIES
DIVISION OF GENERAL STUDIES
DIVISION OF SCIENCE & ENGINEERING TECHNOLOGIES
DEPARTMENTS
ACCOUNTING
DATA PROCESSING
MANAGEMENT
MARKETING
SECRETARIAL
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HUMANITIES
LANGUAGES
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SOCIAL SCIENCES
MATHEMATICS
PHYSICAL SCIENCES
BIOLOGICAL SCIENCES
OTHERS
DEPARTMENTS
DRAFTING
ELECTRONICS
NURSING
MECHANICS
PUBLIC SERVICE PROGRAMS
FIRE SCIENCE
POLICE
OTHERS

CHAPTER III

CADEMIC PROGRAMS AND COMMUNITY SERVICES

INTRODUCTION

Sinclair Community College has, during its relatively short life as a public institution, been aware of its position in the community and the role its programs and offerings play in the community.

Sinclair Community College inherited from the parent institution, Sinclair College, a tradition of community service and concern for the academic needs of residents of this area accumulated over a period of more than seventy-five years. Until recently, the two objectives were so closely associated as to be very nearly inseparable. During the past few years, however, the community services offered by Sinclair have been increased in number and variety to such an extent that they require the attention of qualified, experienced administrative specialists. The Dean of Continuing Education has the primary responsibility for the supervision and coordination of community services offered by the faculty including the Evening College and the short courses, seminars, workshops, and activities of a similar nature. The Chairmen of the three divisions of instruction---Business Technologies, Science and Engineering Technologies, and General Studies---have the responsibility for developing and conducting the academic programs. The Director of the Cooperative Program has the responsibility for the work-study plan. The administrative divisions described here are under the direct supervision of the Dean of Instruction as outlined on page 20. These divisions and the academic programs and community service offered by them are described in the following sections.

ACADEMIC PROGRAMS

Division of Business Technologies

The Division of Business Technologies offers the Associate of Science degree in Accounting, General Business Management, Electronic Data Processing, Executive Secretarial Studies, Transportation and Traffic Management, Procurement and Materials Management, and Marketing Management.

Certificate Programs are offered in Transportation and Traffic Management, Procurement and Materials Management, Industrial Foremanship, Credit Management, and Executive Secretarial Studies. Under study are programs in Food Service Management, Legal Secretarial Studies, Medical Secretarial Studies, Bank Management, Insurance, Real Estate, and Industrial Management.

A university parallel program is being developed with the only deterrent being the lack of adequate laboratory space for Physical Science and Biological Science. However, a student can currently take all other courses normally included in a parallel program.

All programs are under constant evaluation. The objective is to insure that all courses are contributing to the objectives of the program and the school. The basic objective of the programs in this Division is "Occupational" although the majority of the courses are accepted by universities for credit toward a Bachelor's degree.

Division of Science and Engineering Technologies

The Division of Science and Engineering Technologies provides programs in Drafting, Electronics, Mechanics, and Public Services.

The Division currently offers career programs in Electronics, Engineering Technology, Mechanical Engineering Technology, and Fire Science Technology. These are two-year programs leading to an Associate degree in Science.

Additional career programs are planned with Architecture and Construction Technology and Drafting and Design Technology tentatively scheduled to start in the fall of 1969. Associate degree programs in Civil Engineering Technology, Chemical Technology, Electronics Service Technology, Nursing, and Law Enforcement are presently under study, and it is anticipated that all of these programs will be offered by the Division when the new campus is completed.

The Division does not presently offer university parallel programs; however, the credits of many courses offered under career programs are accepted by many colleges and universities in the area, and an engineering university parallel program is being contemplated.

Division of General Studies

The Division of General Studies includes the following departments: English, Fine Arts, Humanities, Language, Physical Education, Social Sciences, Mathematics, Physical Sciences and Biological Sciences. This Division provides the general education courses required in all the degree and certificate programs and in the community service offerings, and it provides the instruction for applicants who need or desire courses in preparation for matriculation in any degree or certificate programs. In addition, it has the administrative function of developing and conducting university parallel and career programs leading to Associate degrees in the subjects for which it carries the primary responsibility.

The Division is on a university parallel basis in seven of its nine departments. The exceptions are Physical Science and Biological Science, both of which departments will be able to develop university parallel programs when adequate laboratory facilities are completed on the new campus in the fall term of 1971.

The Division presently offers two programs leading to an Associate degree: a university parallel program in Liberal Arts and a career-oriented Mental Health Technician program. It also offers the Developmental Program which provides instruction for high school graduates who are preparing for work in academic degree or certificate programs.

In the future the Division anticipates that there will be clarification of the specific majors within the General Studies curriculum, an improvement of special benefit to students who may wish to transfer to other institutions.

The anticipated expansion of other divisions under the Dean of Instruction will undoubtedly result in increased supportive activities on the part of this division.

The Mental Health Technician Program

The Mental Health Technician program was inaugurated when the local and national need for semi-professional mental health workers was recognized. The planning state of the program extended over many months, during which time an Advisory Committee was formed and many meetings were held to work out such specific details as the function and duties of a Mental Health Technician, an initial screening process for students, and the curriculum. At this point a grant was received from the Department of Health, Education and Welfare (Public Health Service), and agreements between the college and cooperating agencies (Dayton State Hospital, Dayton Children's Psychiatric Hospital) were formulated.

After more than one hundred students who were interested in becoming mental health technicians were interviewed and tested, classes began in September of 1967 with a first year devoted to thirty-six (semester) hours in the behavioral sciences, English, speech, and government and six hours in specialized mental health courses. At that time the program had the distinction of being the first such program in Ohio, and, as far as can be determined, the second in the United States.

Currently, the program is starting its second year with twenty-nine second-year students presently in the process of taking thirty-six (quarter) hours of special mental health courses in classes being held within a hospital setting and approximately one hundred full and part-time students in the process of completing their first year.

The Developmental Program

The Developmental Program at Sinclair originated in response to the need for a specialized program for those applicants for admission whose skill levels did not fall into patterns characteristic of the majority for whom the regular programs of study had been prepared. The major portion of students in this category are people who need or desire refresher courses in subject fundamentals or who wish to study subjects which they did not study in high school because of the restrictions of the particular curriculums under which they earned high school diplomas. The term *developmental* has been used to signify instruction based upon a sequence of learning levels and planned to provide the means by which each student can discover his own entering level and then advance through a series of progressive units to some predetermined achievement goal. At present, the Developmental Program consists of eight courses in the two subject areas for which placement is required, mathematics and English, including Reading.

Reading 091 - Reading Fundamentals	4 hours
Reading 092 - College Reading Skills	4 hours
English 094 - English Essentials Review	3 hours
English 095 - Essentials of Written Communication	3 hours
Reading 100 - Advanced Reading Skills	3 hours
Mathematics 090 - Mathematics Essentials Review	4 hours
Mathematics 091 - Elementary Algebra	4 hours
Mathematics 092 - Intermediate Algebra	4 hours
Mathematics 093 - Modern Geometry	4 hours

The developmental courses have been subject to the same scrutiny in respect to adherence to college policies and procedures as have other credit courses. Credits earned in the courses are included in the computation of cumulative grades. However, none of the developmental courses are listed in any degree or certificate program nor can they be used as substitutes or electives in the degree and certificate programs. To meet the demands of the fall term

1968, the college provided thirty-eight developmental classes: twenty-two sections of Developmental English and sixteen sections of Developmental Mathematics.

COMMUNITY SERVICES

The Evening College

The Evening College serves as an extension of the day program; it exists primarily to serve those who desire to complete a program leading to a college degree, to serve mature citizens who desire to pursue further study in order to keep abreast of new developments in their major field of interest, and finally to serve those individuals who wish to obtain specialized training but who do not desire to work toward a college degree.

Evening College credit classes are designed to give students as much classroom instruction time as those enrolled during the day. Many of the instructors in the evening are also full-time faculty in the day program. Day students may register in evening classes as part of their regular class schedule, and credits earned in the evening program are usable toward degree objectives.

Evening College classes are taught at the Main Campus in downtown Dayton and in three off-campus centers located at Stivers High School, Stebbins High School, and Wright-Patterson Air Force Base. For the 1968 Fall Quarter 1,555 students were enrolled.

In addition to these regular evening classes, the Evening College serves local businesses, industries, and air bases by offering special courses at various locations. For example, for the fall quarter, two classes, Business III (Introduction to Business) and Data Processing 101 (Survey of Data Processing), were held at Wright-Patterson Air Force Base with a total of twenty-eight students enrolled. At Stebbins High School three classes, Business III, Speech 241 (Effective Speaking), and Psychology 101 (Introduction to Psychology), were held with a total enrollment of thirty-two students. At Wilmington, Ohio, a class of eleven students was conducted in Business III for the United States Air Force. A special course for personnel working at a local Frigidaire Plant was designed and held during the academic year 1967-68 and the 1968 Fall Quarter.

The Community Service Program

Sinclair Community College offers a comprehensive community service program which is designed specifically to provide professional preparation, self-improvement, and personal enrichment for adult citizens of the community. This diversified non-credit program makes available to the community short courses, seminars, workshops, and conferences which are taught by instructors who are selected on the basis of knowledge, practical experience, and recognized ability in the subject areas in which they teach.

Community service classes are taught at the Main Campus and at two off-campus centers located at Wayne High School and at the Salem Mall Community Hall. A diversified program of classes is scheduled each fall, winter, and spring quarters. For the 1968 Fall Quarter, thirty courses were offered and approximately 365 students enrolled in twenty-two classes. These classes met once each week from 7:00 p.m. to 9:00 p.m. for ten weeks.

In addition to its regular schedule of community service classes, the college is responsive to community requests for special classes. For example, for the Fall Quarter, 1968, the Wayne Township community requested a special course in Human Relations with emphasis on problems of the Negro. An advisory committee representing the township met with the Dean of Continuing Education to develop a course outline. A competent instructor was selected, and the class began on October 7, 1968.

The college has responded through its community service program to other requests by the community. For example, special courses in Medical Terminology and Unit Management for Hospitals have been offered; a workshop for the Miami Valley Planning Commission was held; an Income Tax Workshop was conducted and several short courses were held in cooperation with the Small Business Association.

For the future, the college plans to continue to offer a diversified program of short courses to be taught in centers located in Montgomery County. Community requests for special programs will be welcomed and evaluated, and if resources are available, the college will continue to respond to these community needs.

THE COOPERATIVE PLAN OF EDUCATION

The Cooperative Education Program, available to full-time students in the day division, combines study and job experience as a means of strengthening the process of learning, self-direction, and career preparation. Students alternate periods of study at the college with periods of job experience in business, industry, community and public services.

Cooperative Education is a process of learning through the interaction of study and job experiences which benefits all students in their personal development, in their vocational or professional preparation, and in their general education. This plan of education has distinct advantages to Sinclair Community College students whether they plan to continue college study or to enter full-time employment after completing their Sinclair program. For the many who are undecided, it provides an open program with alternatives.

Many students at Sinclair work at part-time jobs while carrying a full program of studies. Some of these students find it beneficial to change to the Cooperative Program in which better jobs can be arranged and coordinated with their studies.

Students discuss job opportunities with Coordinator of the Cooperative Program. Cooperative jobs enable students to test out vocational choices, to acquire a broad range of knowledge, and to attain career preparation beyond that available in the classroom.

If, through experience, a student finds that he is not suited for a particular vocation, he may change his direction of study and further work program, thus avoiding the waste of time and money on a misguided choice.

Eligibility

Participation in the cooperative program is optional on the part of the student and selective on the part of the college. To be eligible for participation in the cooperative education program, a student must:

1. Be a full-time day student
2. Be in acceptable academic standing
3. Be physically and temperamentally fitted for participation in the program

Securing Cooperative Employment

Cooperative jobs are arranged through the joint efforts of the student and the college coordinator. The student should report the results of the interview immediately to the college coordinator. The student must meet the employer's qualifications. Co-op students are paid at the prevailing rate for the job they hold.

Referral to a co-op position does not mean that employment is guaranteed by the college. The college does not assign students to jobs. Each cooperative student must apply for the job and be hired on his or her merits.

Although the central purpose of the work experience is educational, students are able through their earnings to make substantial savings in the cost of their education. Students with limited family income who live at home during their study and work periods can practically and independently finance the cost of their entire program at Sinclair Community College.

The Cooperative Program Schedule

Students who enroll in the Cooperative Program take a minimum of ten quarters to complete the program. They are either studying or on a cooperative job for each of ten quarters (six study and four work experience quarters). The sequence of study and work periods may be modified to fit individual needs.

Possible Cooperative Placement Opportunities

I. In Business

Office positions as clerk-typists, mailing room clerks, receptionists, bookkeepers, inventory control clerks, etc.

- Cost Analytic Accounting
- Retail Sales
- Data Processing
- Personnel Assistants

II. In Technology

- Drafting and Design
- Inspecting and Testing
- Production Assistants
- Quality Control Work
- Electronics Engineering Aides

III. In Communication

- Newspaper Copy Messengers and Typists
- Radio and T.V. Assistants

IV. In Community and Public Services

- Hospital Aides and Technicians
- Receptionists and Record Clerks
- Library and Museum Assistants
- Counseling, Recreation and Teaching Aides
- Government Interns

College Transfer or Full-time Employment

The cooperative work-study plan does not limit a student in going on with his college education. With the extended time for study and work experience, he is likely to have a better background for entering another college and for deciding on what areas of study he wishes to pursue. A cooperative program greatly enhances a student's qualifications for employment. Many students have opportunities for full-time jobs with organizations where they have worked as cooperative students. Employers, however, are not obligated to make full-time employment offers to graduates nor are students obligated to accept them.

Cooperative work-study programs are functioning in 125 American colleges and universities. Selective Service deferments apply during the work periods for students in regularly established Cooperative Programs and permit a student an extra year to pursue the degree for which he is working.

Career Placement

An employment placement service is available to all students within the Department of Cooperative Education and Career Placement. The objective of this service is to expose students to as many career opportunities as possible. All on-campus recruiting activities are conducted through this office, and off-campus interviews are arranged and scheduled from this point as required.

THE TUTORIAL PROGRAM

In the Fall Quarter, 1968, Sinclair Community College initiated its first Tutorial Program, a specialized program of assistance for first-year students having academic difficulties or deficiencies. Tutorial assistance is available to students enrolled in all freshman-level courses including the developmental or remedial courses. This program is not a substitute for normal student-teacher conferences and help sessions, nor does it relieve the instructor of his responsibility to provide such assistance to his students.

Students are enrolled in this program by volunteering when they themselves recognize their need for academic assistance or by being recommended by the instructor for those courses for which tutoring is provided.

Students enrolled in the Tutorial Program are not charged for this assistance. Funds have been allocated by the State of Ohio to cover all costs of this Program including textbooks, programmed instructional materials, and salaries for tutors. Students are normally enrolled for two hours of tutoring each week.

Tutors are selected primarily from second-year Sinclair Community College students, and, prior to selection, must have passed the course in which they will tutor or one similar in content with at least a grade of B. Students interested in tutoring under this program are approved by the Division Chairman for the particular course prior to being appointed as tutors.

The Tutorial Program will be evaluated by the Tutorial Moderator and the Academic Council as it progresses. At the end of each quarter the reports of the moderator and the opinions of the faculty will be analyzed. In addition, objective appraisal will be made on the basis of the academic progress of the students in the program. At the end of the academic year the total program will be reviewed by the Academic Council and recommendations will be made regarding its expansion or modification.

PROGRAM DEVELOPMENT

Specific courses, programs, and services are developed as the community needs are reviewed. The following sections of this report are concerned with the specific methods used in establishing programs to meet the needs of the community.

The General Advisory Committee

A vital and instrumental part of the overall approach to both specific academic programs and community service has been the General Advisory Committee for Career Programs composed of influential members of the community, including religious, business, and cultural leaders. This committee meets regularly with the President of the college and his administrative staff, and their recommendations have been instrumental in action by faculty committees which has led to many of the new programs initiated during the recent past. In addition, the college has made surveys of the special educational needs of the Dayton area. The results of these surveys have been the basis for additional course offerings and the creation of new programs.

An example of the research carried out within the community in determining the need for a specific program is explained in the study entitled "The Sinclair Community College Marketing Management Program", a proposal submitted to the Ohio Board of Regents in March, 1968, and subsequently approved. (A copy of this proposal is on file in the office of the Dean of Instruction.)

In addition to the General Advisory Committee, as of September, 1968, twelve specific program committees have been established which are concerned with the research, development, and establishment of specific programs. These committees are composed of both faculty and business leaders of the community, and they meet regularly to assist the faculty and the administration in establishing those programs for which a need has been discovered in the community.

The Faculty Involvement in Program Development

Frequently, members of the faculty have visited other educational institutions to correlate academic programs and to align our University Parallel programs with programs in specific universities so that transfer of our graduates to these institutions will be facilitated. Examples of institutions visited during 1967-68 are: Bowling Green State University, University of Dayton, Ohio State University, Miami University, Wright State University, University of Toledo, Purdue University, Central State University, and Ohio University. These visits have been instrumental in aiding our students in transferring to these schools without loss of academic credit.

Visits have, however, not been confined to educational institutions exclusively. Through their presence at various meetings and conferences, members of the faculty have been made aware of advanced techniques and principles which, when applied to our programs,have improved these programs.

The Procedures for Developing New Programs

The ideas for a new course or program may originate from several sources: the faculty and staff, the general public (phone calls, letters), professional organizations, (e.g., the National Association of Purchasing Agents), and industry and commerce.

Once the idea has been born, the Division Chairman assigns a faculty member or members to make an initial investigation and to research the request. When the faculty has researched the idea, an Advisory Committee composed of leaders working in the particular field is appointed by the President. The Faculty, the Division Chairman, and the Advisory Committee then meet to discuss the proposed program.

After the advisory group and the faculty have finished their work, including determination of the needs, facilities, teachers, and costs, the program is written up under guidelines supplied by the Board of Regents. This first draft is again presented to the Curriculum Committee of the Faculty, then to the Curriculum Committee of the Board of Trustees and the President. Once approval is given by the Board of Trustees, the complete program is presented to the Ohio Board of Regents. With Board of Regents' approval, the program can be offered. The program is then assigned to a specific faculty member or a program director who will act as a coordinator under the Chairman's advisorship.

INTER-INSTITUTIONAL COOPERATION

Dayton-Miami Valley Consortium

The Dayton-Miami Valley Consortium was formed early in 1967 as a non-profit incorporated educational association consisting of the following institutions:

Air Force Institute of Technology
Antioch College
Cedarville College
Central State University
Cox Coronary Institute
University of Dayton
Urbana College
Wilberforce University
Wilmington College
Wittenberg University
Wright State University
Sinclair Community College

The following industrial organizations are associate members:

Frigidaire Division of General Motors
McCall Information Services Company
Monsanto Research Corporation
National Cash Register Company

The unusually wide diversification of the educational institutions includes two state universities, a community college, one U. S. Government school, one private independent college, and five church-related institutions.

The purpose, as stated in the constitution, is "to promote community service and inter-institutional cooperation in order to achieve educational advancement, research development, and administrative efficiency." In carrying out these purposes, the Consortium will hold conferences of representatives of the teaching and research faculty and library and administrative staff of the member institutions, make studies of educational and administrative problems, serve as a clearinghouse for the exchange of information, promote projects of educational research and experimentation. Cooperative programs are envisioned in teaching, research, publishing, educational evaluation, college finance and administration, enrichment of student life, and the fostering of lectures, concerts, and exhibits.

STRENGTHS, NEEDS, RECOMMENDATIONS

Strengths

Sinclair Community College offers a sound and developing curriculum containing a variety of academic programs and community services.

The major sources of the college's strength have been identified through examination of the academic programs and community services currently offered, the accomplishments of the past two years, and the proposals for future planning.

1. The concepts, courses, services, and reputation which have been inherited from Sinclair College are relevant to the philosophy, functions, and objectives of Sinclair Community College.

2. The positive attitude with which the administration has approached the task of reorganization and expansion includes both the sincere desire to preserve traditions and characteristics which are relevant today and the insistence upon sound planning for the future.

3. The faculty is committed to the philosophy of a comprehensive community college, to the devotion of time and effort to teaching and academic counseling, and to visitation with other institutions to achieve greater communication with them, especially with the four-year institutions to make transition easier for Sinclair students who wish to matriculate at other colleges and universities.

4. The attitude of the students is characterized by a mature recognition of the opportunities offered by a comprehensive community college, a realistic appreciation of the personalized instruction

available in a small college, and a definite sense of individual learning objectives.

5. Effective procedures provide students with every opportunity to overcome academic deficiencies and to succeed in a college program, currently accomplished through the non-credit community service offerings, the developmental courses, a new tutorial program, and the usual conferences between individual students and faculty members.

6. The cooperative plan of study provides practical experience to implement and reinforce classroom learning, and continuing correlation between the college offerings and the requirements of the industrial and commercial elements of the community.

7. The close relationship with the community is maintained through meetings with advisory committees to enable the college to identify community needs and to provide citizen review of academic programs.

8. Membership in the Dayton-Miami Valley Consortium offers increased opportunity to the administration for improving service to the community, to the faculty for stimulating and purposeful association with colleagues in member institutions, and to the student body for a broader selection of courses made available to them through the cooperation of member institutions.

Needs

The academic programs and community services needed at Sinclair Community College should be possible with occupancy of the facilities on the new campus.

1. The college needs additional offerings in art, music, languages, physical science, biological science, and public administration.

2. The college needs to develop career programs in technology which require fewer courses in mathematics than the present program.

3. The college needs additional community service offerings to provide opportunities for those elements of the adult population who need or desire to improve their skill levels but whose circumstances are such that they cannot benefit from any instruction now being offered by this college, other local institution of advanced education, or the public school system, for example: offerings for the functionally illiterate adults who need to prepare themselves for instruction in marketable skills, and offerings for qualified applicants whose score on placement tests falls below the high school levels, an indication that they are inadequately prepared for satisfactory completion of instruction offered now in the Developmental Program.

Recommendations

Consideration of the strengths and needs of the current academic programs and community services provides the basis for these recommendations:

1. The college should preserve its major sources of strength by continued emphasis upon community service and professional integrity in current offerings and in the development of new programs and services.

2. The General Studies Division should employ full-time faculty as soon as it is practical to develop courses in art, music, and the sciences.

3. Distinct college parallel programs should be developed in business and engineering as well as in the arts and sciences. At present the Associate degree programs seek to serve both transfer and occupational needs.

4. The Dean of Instruction, Division Chairmen, and various faculty groups should continue to meet with their counterparts at the other colleges in the region. If possible, an exchange of instructors with these institutions would be desirable.

5. The Dean of Continuing Education and the Director of Institutional Research should cooperate in studies relating to the need for and development of community service offerings for those elements of the adult population who need or desire self-improvement at levels not currently offered at the college. (see Need #3 on previous page.)

CHAPTER IV

FACULTY AND INSTRUCTION

INTRODUCTION

The term Faculty in this report refers only to those members of the staff currently engaged in full-time classroom teaching. For the classifications of Deans, Division Chairmen, Guidance Counselors, and other academic personnel, see the Administrative Chart on page 20.

Many qualities are required for effective teaching in a community college; the two qualities which Sinclair Community College emphasizes in its selection and orientation of new faculty members are (1) an excellent background in the teaching field including both academic preparation and teaching or work experience and (2) genuine concern for individual students.

At Sinclair the faculty member has the responsibility of being as completely prepared as possible for his task of stimulating his students' minds. He is expected to continue his education through advanced study and professional meetings, both of which activities are subsidized by the college. He is expected to uphold a standard of academic excellence for himself and his classes and must be receptive to his students' needs, both academic and personal. By his availability for student conferences, informal talks, and sponsorship of student activities, he can help students achieve growth through relationships developed at Sinclair. The goal of creating an academic community emphasizing both intellectual and personal relationships is certainly worthwhile but difficult to achieve, perhaps particularly in a community college. The faculty member is expected to be an example and stimulator of both the excellence that leads to intellectual growth and the concern that leads to inter-personal relationships.

The following report looks at the Sinclair faculty as they reach toward their goals. It is divided into eight sections:(1) selection, appointment and retention; (2) qualifications; (3) orientation; (4) responsibilities and involvement; (5) benefits; (6) evaluation of performance and improvement of instruction; (7) use of part-time faculty; (8) strengths, needs, and recommendations.

SELECTION, APPOINTMENT, AND RETENTION OF FACULTY

Selection

New faculty are recruited by the Division Chairmen and the Dean of Instruction. In general, full-time instructors are expected to have their Master's degree or equivalent and preferable some practical experience in their areas of specialization.

The major criteria considered in selecting new faculty are a dedication to teaching, an understanding of and interest in the functions of a comprehensive community college, a desire to help the students to learn, and a thorough knowledge of their subject matter. At the initial interview, emphasis is placed on the need for superior teaching and counseling in working with the students.

Appointment

Faculty appointments or reappointments are usually made on a school-year basis. The teaching schedule is indicated in the College Calendar of the Annual Bulletin. All faculty are given teaching assignments during three quarters (fall, winter and spring); the summer term is covered under a separate contract. After three years of satisfactory service, faculty members are eligible for tenure. Fifteen percent of the present full-time staff has tenure.

Retention

Sinclair Community College has a "new" faculty in that the great majority have been appointed within the past three years. The total teaching faculty in the fall of 1965 was twenty-one. This number almost doubled in 1966 when nineteen new instructors were added. The number of faculty rose to fifty-two in 1967 and to fifty-nine in 1968. It has been the good fortune of the college to have had a relatively low attrition rate during this period of rapid expansion as evidenced by the following data: (1) In the fall of 1966 there were no losses; however, in January, 1967, one instructor resigned to accept a position in industry. (2) In 1967-68, two instructors left to do graduate work (one has returned for the 1968-69 year); one resigned to accept a chairmanship at a community college near his home; one contract was not renewed for an individual who was sixty-seven years of age. (3) For the present school year, there were three resignations to enable the individuals to pursue graduate study; two instructors accepted positions in private industry; and two contracts were not renewed. This relatively low rate of turnover has provided a large measure of stability and cohesion.

Particularly since becoming a public community college in 1966 Sinclair has attempted to maintain a competitive salary schedule in order to attract and retain qualified faculty. The overall improvement in the salary schedule range from the initial schedule of 1966 to the revision of 1968 is shown in Table I below. Raises for individual faculty members are awarded on the basis of merit; thus, the college encourages professional growth, both in academic achievement and in teaching excellence. Table II indicates actual faculty salaries in 1966-69.

TABLE I

SALARY SCHEDULES

Rank	1966 Schedule	1968 Schedule
Instructor	$ 6,500 - 9,300	$ 6,900 - 10,090
Assistant Professor	8,100 - 10,500	8,565 - 11,430
Associate Professor	8,800 - 11,700	9,300 - 12,725
Professor	10,000 - 13,800	10,600 - 14,990

TABLE II

ACTUAL FACULTY SALARIES

Rank	1966-67			1967-68			1968-69		
	Minimum	Maximum	Average	Minimum	Maximum	Average	Minimum	Maximum	Average
Professor									
Associate Professor				$9,600	$10,500	$10,050	$10,100	$11,500	$ 10,800
Assistant Professor	$8,100	$9,500	$8,917	$8,300	$9,700	$9,025	$8,800	$10,100	$ 9,374
Instructor	$6,800	$8,700	$7,700	$7,200	$8,300	$8,312	$7,200	$ 9,000	$ 8,429
All Faculty			$8,049			$8,447			$ 8,710

FACULTY QUALIFICATIONS[1]

Sinclair faculty as a unit has two main strengths: good professional qualifications and a rich diversity of background.

Professional Qualifications

Of the 65 full-time faculty members of Sinclair Community College 40 (61.5 percent) have Master's degrees, 3 (4.6 percent) hold Doctor's degrees, and 20 (30.8 percent) have Bachelor's degrees as their highest degree. Two of the full-time faculty (3.1 percent) do not hold Bachelor's degrees, one holding an Associate degree and one having no degree; however, both of these individuals are instructing in technical fields in which they each have had more than fifteen years of work experience. Most faculty members not holding the terminal degree have graduate work beyond their last degree.

Of the total full-time faculty with academic degrees, 70.8 percent are instructing in their major fields; 18.5 percent are instructing in closely allied fields. Thus all faculty with degrees have had academic preparation for their current teaching assignments.

On the whole, this preparation is current, since 60 percent of the faculty earned their highest degrees within the last eight years. (See Table III.)

[1] Specific data on individual faculty members may be found on the faculty data sheets in the office of the Dean of Instruction.

TABLE III

YEAR HIGHEST DEGREE EARNED

Year	Number	Percentage
1920-1929	0	0
1930-1939	6	9.2
1940-1949	7	10.8
1950-1959	9	13.8
1960-1968	43	66.2
	65	100.0

Diversity of Background

Sinclair has achieved in its faculty a reasonably good balance of youth and experience and of in-state and out-of-state academic preparation.

The following figures reveal rather strikingly the relative youth of the Sinclair College faculty: 26.2 percent are in the age range of twenty-four to twenty-eight years; 24.6 percent are in the age range from twenty-nine to thirty-eight years; and 20.0 percent are in the age range from thirty-nine to forty-eight years. Thus, 70.8 percent of the faculty is forty-eight or under.

TABLE IV

YEAR OF BIRTH

Year	Number	Percentage
1900-1909	6	9.2
1910-1919	13	20.0
1920-1929	13	20.0
1930-1939	16	24.6
1940-1944	17	26.2
	65	100.0

The youth of the faculty is balanced by the years of experience that many faculty members have had in teaching and in areas directly related to their teaching fields. For example, a government professor has twice held elected office; a psychology professor is a staff psychologist at Dayton State Hospital; a mathematics teacher was formerly a professional statistician.

Less than half of the faculty members (47.7 percent) received their first degrees from Ohio colleges or universities; 52.3 percent received their first degrees from out-of-state colleges and universities. About half (58.1 percent) received in-state graduate degrees, and about half (41.9 percent) received out-of-state graduate degrees. Division Chairmen attempt to select new faculty who have come from a variety of schools. Thus within any one discipline a variety of academic viewpoints is represented, resulting in a broad outlook rather than a narrow, sectional one.

ORIENTATION

Current orientation procedures require all full-time faculty to be present a week prior to the start of fall classes. During this week two general meetings for all faculty are held. At these meetings committee assignments are made, the responsibilities of the committees are described, and the faculty elects two representatives to the President's Cabinet. If feasible, a prominent speaker in the community college field is brought in to address the faculty. Throughout the orientation week division meetings and subject area meetings are held. An evening meeting for part-time faculty is also scheduled.

A concerted effort is made to have all new faculty become thoroughly familiar with the college's procedures and practices as well as with the faculty member's duties and responsibilities. Prior to orientation week each new faculty has received his textbooks and other instructional materials. In many cases he has already had conferences with the division chairman and other faculty members. During orientation week, the new full-time faculty attends a full day's program which is presented by various members of the administrative staff and devoted to an explanation of the college's policies and operations. Emphasis is also placed upon a discussion of the college's philosophy and the significance of its role in the community.

As an aid in apprising faculty of the college's procedures and policies, an ad hoc committee devoted over a year to preparation of a new manual. The previous manual, in use for many years when the college was a small private institution, had been useful at that time but a more sophisticated presentation of the college's responsibilities and operation as a comprehensive community college was felt to be necessary. This manual was completed in July, 1968, and immediately distributed to the entire staff and faculty. The college's rapid pace of change ensures that this publication will need to be revised annually. An Evening College Faculty Handbook has also been prepared by the Dean of Continuing Education.

FACULTY RESPONSIBILITY AND INVOLVEMENT

Members of the faculty are required to assume teaching assignments in any part of the schedule of classes, day or evening. The average teaching load is fifteen credit hours per quarter, except twelve credit hours for faculty teaching all English composition classes. Anything in excess of forty-five credit hours during three quarters is computed as an overload at the end of the third quarter. Compensation for overload is computed at the rate per credit hour paid to part-time instructors.

Each full-time faculty member must be available for at least thirty hours per week to carry out teaching assignments, do student counseling, attend staff conferences, prepare library reference material, arrange course syllabi, plan lessons, prepare for the use of visual aids and other duties necessary for effective teaching. Each faculty member is expected to maintain regular office hours during which he will be available for student counseling and consultation.

Faculty members work cooperatively by department or division in developing course outlines, helping prepare budgets, selecting textbooks and allied teaching materials, writing catalog descriptions, counseling students, and engaging in professional and community activities essential to the growth and development of the division, and the college. Division chairmen communicate adminis-

2

trative policies through departmental meetings and conferences, memoranda and interchange important faculty recommendations, problems, and suggestions during meetings with the Dean of Instruction and appropriate college staff as necessary. Communication is implemented by administrative bulletins, including a weekly newsletter informing the faculty of important college events and meetings.

BENEFITS

Sinclair Community College provides very favorable benefits for the faculty. All faculty participate in the Ohio State Teachers' Retirement System to which they contribute 7.7 percent of their salary and to which the college contributes over 11 percent. The college provides to all employees a comprehensive Blue Cross and Blue Shield basic coverage plus the major medical coverage. It also provides a $10,000 life insurance policy for each faculty member.

Additional benefits include a sick and bereavement leave of fifteen days per year accumulative to a maximum of ninety days; a sabbatical leave policy for which faculty are eligible after six years of service; a tuition refund policy which reimburses to the individual one-half of tuition costs for advanced study to a maximum of $150.00 per year. The college also provides tuition-free enrollment at Sinclair for all members of the employee's family. In addition to these benefits, the school makes provision for attendance at conferences and professional meetings.

EVALUATION AND IMPROVEMENT

Faculty

The annual performance review is made by the Division Chairman and the Dean of Instruction. This review is subject to the approval of the President and will be made during March of each year. The evaluation of the services of each faculty member is based upon the following factors:

1. Effectiveness of classroom teaching
2. Interest in student
3. Scholarship
4. Evidence of continuing growth
5. Maintenance of high academic standards
6. Fulfillment of professional responsibilities
7. Professional leadership and initiative
8. Success in attracting favorable attention to work of the college
9. Participation in activities of both the faculty and student body
10. Participation in worthwhile community affairs outside the college

In addition to the performance review described above, each faculty member is evaluated by his students. In the past, a locally developed instrument was used for this purpose. Beginning in the spring of 1968 the Purdue Rating Scale for Instruction has been employed. It is contemplated that this instrument will continue to be used and local norms will be established. While the rating scale is useful in an overall appraisal of teaching effectiveness, its primary purpose is to enable the individual teacher to analyze his own strengths and weaknesses and to improve his instruction.

Techniques of Instruction

Methods and techniques of instruction are under continuing investigation by the faculty. As plans progress for a new campus, much attention is being given to the development of a refined and sophisticated learning resources center. Several faculty members have visited other institutions, while still others have attended a variety of instructional media courses and institutes. In the two years remaining before completion of the new campus, it is anticipated that a considerable portion of the faculty's time and efforts will be expended in further studies of the new instructional media.

USE OF PART-TIME FACULTY

Insofar as possible the college seeks to utilize full-time faculty to instruct evening courses. This is done either as a part of the instructor's teaching load or in some instances as an overload.

However, because of the extensive scope of the evening program and the specialized nature of many of the courses, it has been necessary to use part-time faculty to carry on an effective instructional program. Sinclair Community College is most fortunate in that it is located in an area blessed with a great diversity of business, industrial, governmental, and military organizations. Faculty recruited from these sources possess unusually fine qualifications. Such individuals are also used extensively in the ever-increasing program of non-credit courses.

STRENGTHS, NEEDS, AND RECOMMENDATIONS

Strengths

Sinclair is strong in the qualities of its faculty and the support that the college gives its faculty.

1. Sinclair faculty members are well qualified, concerned about encouraging individual students, involved in the life at Sinclair through committees and frank discussion of policies being contemplated by the administration, and close-knit in that they generally enjoy good rapport with each other and with their Division Chairmen.

2. Sinclair Community College offers its faculty members an exceptionally strong fringe benefit program, including a Major Medical-Blue Cross Program of which the college pays 100 percent of the single policy and 75 percent of the family policy, and a $10,000 life insurance policy of which the college pays 100 percent, the underwriting of half of tuition costs to $150.00 annually, the selective underwriting of professional memberships and attendance at professional conferences, and adequate clerical service.

Needs

1. The college needs improvement in all types of facilities that aid the instructor: classrooms, specialized auditorium and conference rooms, offices and lounges. However, all of these weak areas will be eradicated or at least substantially improved when Sinclair moves to its new campus in 1971.

2. The faculty does not at this time have an association to aid in communication of its desires to the administration and to aid in maintaining faculty rapport through formal and informal social events.

However, individual communication with administration on a variety of matters is a common occurrence at Sinclair Community College; comments and complaints also can be and have been directed to the administration through the Personnel Committee or the two faculty representatives on the President's Cabinet. Social events for the faculty have in the past been arranged by the Ceremonial Committee.

Recommendations

1. As a result of this report, the faculty recommended that the possibility of a faculty organization be investigated. The Dean of Instruction appointed an ad hoc committee for this purpose; the committee expects to report to the faculty at an early date.

CHAPTER V

THE LEARNING RESOURCES CENTER

INTRODUCTION

The library building on the new campus will function as a complete Learning Resources Center. The current expansion and integration of the Library, the Audio-Visual Service, and the Reading Improvement Program offer insights into this multi-media approach to instruction.

LIBRARY

Functions

The functions of the library are to provide the resources needed to meet the curricular demands of the college, to bring intellectual stimulation to both faculty and students, and to help faculty members remain aware of the progress of scholarship in their respective fields. Besides serving as a center for all instructional materials, the library provides bibliographic services, instruction in the use of books and libraries, reading guidance, and reference service.

Staff and Organization

The professional staff includes the Librarian, two assistant Librarians (one full-time as of November, 1968, and one half-time), and an Audio-Visual Director who devotes half-time to the Division of Science and Engineering Technology as a faculty member. The three Librarians hold graduate degrees in Library Science.

The Librarian, appointed by the President, is directly responsible to the Dean of Instruction. A member of the Academic Council, she serves as secretary to the Faculty Library Committee, which is composed of representatives from each academic division. The Librarian is responsible for hiring, training, and organizing the non-professional staff, which is presently composed of three persons (two full-time and one part-time). Student assistants vary in number from term to term depending on the enrollment.

Functions of the staff are not divided into definite departments due to limited size; however, they follow the same pattern as that of larger, more complex libraries: circulation, reference, acquisition, and technical processes. Student assistants are used for shelving, errands, typing, keeping periodicals in order, delivering audio-visual equipment and materials, and showing films and slides when help is requested by a faculty member.

Both the standing Faculty Library Committee and an ad hoc committee on the new library have been active and helpful in the past several years. The ad hoc committee members visited libraries, considered consultants, and made a report on the recommendations for the new campus library. The standing library committee worked out a scheme for the division of the book budget according to academic departments, was instrumental in planning for recent library expansion in the Stivers building and the fourth floor YMCA area, and this year will be concerned with furthering the integration of non-book media into methods of teaching and learning.

Present Facilities

The current locations of the library are:
YMCA, third floor - Main library, 2,600 square feet
YMCA, fourth floor - Study area and six office-sized rooms, 2,487 square feet
Stivers High School - Library branch, classroom size

A total of 126 seats in the two YMCA areas provides seating for 14% of the 871 Full-time Equivalent students enrolled. Eighteen additional seats are provided in the Stivers branch for evening students who have classes in this building.

The present book and periodical collection has completely outgrown all available shelf space. More than 140 cartons of older, seldom used books have been stored. As materials continue to be purchased, new books will also have to go into storage temporarily.

The fourth floor area (See Appendix,p.134),added in January, 1968, more than doubled the student seating capacity. Offices were provided for the Librarian and the Audio-Visual Director and the working conditions of the library staff were also much improved. One room serves as storage space for audio-visual equipment and materials, another for book storage, and two rooms for storage of back issues of periodicals. This space has lessened the crowding in the book processing and circulation areas of the third floor.

The Collection

Titles of books are selected for purchase with an eye toward promoting and strengthening the teaching program in all its aspects. Faculty members are encouraged to contribute to the selection process and many of them are helpful in this respect. Suggestions from administrators and staff members are also welcomed. The librarians make use of many sources in their book selection. Most important among these sources are Choice Books for College Libraries, a monthly publication, and Books for College Libraries, a new American Library Association publication listing over 50,000 titles. Also, the library has recently received a computer print-out from the Bro-Dart Company listing the basic titles in a forthcoming book, Junior College Library Collection. A trial order has been made from this list.

The head Librarian is responsible for keeping a balance in the collection, thus giving consideration to the three main academic divisions and looking ahead to the new curriculums being planned. Recreational reading including current best-sellers is conveniently taken care of by a collection which the library leases from the McNaughton Company. This collection has a basic inventory of 100 titles, ten of which are returned each month as they are replaced by new materials. An effort is made to search out and to purchase certain out-of-print books which faculty members consider important to our collection.

The weeding process is considered important in keeping a collection vital and up-to-date. However, since the older books are in storage, extensive weeding will be postponed until nearer the time for moving to the new campus.

Pamphlet materials are often inexpensive, concise, and up-to-date. Important in this collection are government publications and career information. In order to keep this file useful, constant attention is needed in adding new pamphlets and withdrawing older ones.

Among periodical subscriptions are titles selected from faculty requests and from three listings of titles recommended for junior colleges: Bertalan's Books for Junior Colleges, Trinkner's Basic Books for Junior College Libraries, and the Florida State Department of Education's Basic Materials for Florida Junior College Libraries. Additional shelving will make it possible to add more periodicals in response to faculty requests.

Back numbers of periodicals are not bound but are kept in filing boxes so that individual issues may circulate to students. The commuting students appreciate this service, and the librarian feels that the usage is greater than if bound volumes were restricted to the library.

When long runs of particular periodicals are necessary to the work of students and faculty, the library plans to buy these periodicals in microform. The microform collection, presently consisting of twelve titles, was started in 1967 and will be increased as the demand grows.

TABLE V

COLLECTION GROWTH

	Total Volumes	Pamphlets Added	Total Periodical Subscriptions	Total Number of Microforms
1964	10,642	358	150	
1965	11,986	360		
1966	13,430	465		
1967	15,175	385	213	287
1968	17,567	202	233	302
1969 (Through Jan.)	17,787	30	237	302

TABLE VI

DIVISION OF COLLECTION INTO SUBJECT AREAS
(According to the Library Classification System)

Humanities - Philosophy, Psychology, Religion, Language, Arts, Literature	28%
Social Sciences - Sociology, Economics, Law, Education, History, Government	40%
Physical Sciences (including Mathematics)	7%
Biomedical Science	3%
Technology (including Business)	17%
Unclassified Materials - Periodicals	5%

Usage

All books and periodicals are in open stacks except books on reserve which faculty members request be put on limited circulation for a particular assignment. Students and faculty are encouraged to ask for help when needed. Faculty members may bring in a class by appointment for instruction in the use of the library. A tape-slide presentation which recently completed will be helpful in this instruction.

New faculty members, during their orientation period meet with the Librarian and the Audio-Visual Director. They are introduced to resources and facilities and are reminded of the necessity for faculty participation in the selection of materials and in the promotion of usage among the students. Faculty members who suggest books for order are notified whenever such books are received. These books may circulate if needed, to the persons requesting them before being cataloged. Also, a list of latest acquisitions is circulated monthly.

One measure of service is the statistics on circulation and attendance. The following table illustrates these statistics from 1965 through 1968.

TABLE VII

LIBRARY CIRCULATION AND ATTENDANCE

	Student Circ.	Faculty Circ.	Table Count (books used in room)	Student Attendance	Faculty Attendance
1965	5,259	1,400	2,926	29,000	2,117
1966	4,626	1,745	3,920	36,335	2,600
1967	4,950	1,751	5,178	29,977	2,024
1968	5,383	1,556	3,964	25,332	2,165

The library resources continue to be heavily used despite the dispersal of many classes to the various temporary quarters being used.

Expenditures

The librarian has had no financial problem in being able to hire needed staff, in adding furniture and equipment, or in purchasing books at a steady pace. The limitation on staff and purchasing has rather been one of space. The administrators are constantly aware of the importance of the library and cooperate fully in increasing its resources. The following table does not include audio-visual expenditures as these materials were often requisitioned by various divisions though they are not specifically listed in their budgets.

TABLE VIII

LIBRARY EXPENDITURES

	Total Library Expenditures	Percentage of Instructional Budget
1964	$ 27,550	20.7%
1965	25,335	11.2%
1966	33,015	10.1%
1967	36,357	6.9%
1968-69	(Library Budget) 69,556	7.5%

The above table includes grants of $21,696 used over the past 3 years which were made possible by the Higher Education Act, Title II.

AUDIO-VISUAL DEPARTMENT

Space

During the past two years the college has acquired space in each of the six classroom locations (the YMCA, Stivers High School, the Annex, the First Baptist Church, the Christ Episcopal Church and the Red Cross Building) to store frequently used items of equipment. This expansion greatly improved the convenience and availability and consequently the use of equipment in all classrooms. The space in the YMCA includes two rooms, one of which is used for storage of equipment and materials, the other of which serves as an office and work room for the preparation of materials.

Equipment

The table that follows gives the ratio of various types of equipment to the total number of teaching stations at Sinclair.

The third column represents the recommended number of teaching stations to be served by each unit as adopted by the National Audio-Visual Association.

TABLE IX

AUDIO-VISUAL EQUIPMENT AND TEACHING STATIONS

Type of Unit	Stations Served by Each Unit	Recommended Number
16 mm Movie Projector	16	12
2" x 2" Slide Projector	7	10
Filmstrip Projector	16	10
Opaque Projector	24	10
Overhead Projector	7	4
Tape Recorder	8	5
Record Player	16	25

Collection

The general collection of audio-visual materials includes the following items:

Description	Number
16 mm Sound films	34
Filmstrips	103
Slides (2" x 2")	566
Commercial Sets of Overhead Transparencies	4
Tapes	28
Phonograph Records	296
Single Concept Loop Films	62

Usage

Records of audio-visual equipment usage which have been kept since September, 1966, indicate that there has been a substantial increase of media usage in the classroom. The table below shows the records through February, 1969. The Audio-Visual Director believes that the increase of usage is positively correlated with the increase of services offered to the faculty.

TABLE X

USAGE OF AUDIO-VISUAL EQUIPMENT

	16mm Films	Trans-parencies	Slides Film Strips	Records	Tapes	Opaque Projection
Sept. 66-Aug. 67	111	96	45	26	49	-
Sept. 67-Aug. 68	200	194	95	48	28	26
Sept. 68-Feb. 69	212	128	83	65	25	5

Services

Audio-Visual Services for the faculty are limited at this point but will grow as the concept of a Learning Resources Center grows. At present the Audio-Visual Department offers the following services to the faculty to help them with their use of various media in the classroom:

1. Student operators for equipment
2. The processing of orders for the previewing, renting, borrowing, or purchasing of materials
3. The production of transparencies for overhead projection
4. Instruction on the use of equipment
5. Scheduling of suitable rooms for use when the regular class meeting place is not conducive to media presentations
6. The transportation of equipment to classrooms and its preparation for use.

The Audio-Visual Director coordinates all of these services while carrying a teaching load. He uses students on hourly wages for some services.

A separate Audio-Visual Services Budget has been in effect since July, 1968; it is apparent that many revisions must be made for the coming year.

READING IMPROVEMENT PROGRAM

Function

The function of the reading laboratory is to provide help to students who are experiencing problems in reading and to help proficient readers to improve. Specifically it is the aim of the reading program to:

1. Increase reading comprehension
2. Develop vocabulary
3. Develop word attack skills
4. Develop better study habits
5. Develop flexibility in rate
6. Help the student achieve pleasure and success in reading

Staff

At present there are two full-time reading instructors and one part-time instructor.

Present Program

Students are placed in the Reading Improvement Program as a result of their placement test scores, their referral by a faculty member, or their voluntary enrollment. Diagnostic testing is then done in class. Three hours per week are spent in classroom instruction, with a minimum of twelve hours in laboratory instruction. At the end of the course the student is again tested to see what improvement has taken place.

Materials include:

1. Film Strip Library
    - 100 controlled reading stories
    - 25 tachistoscopic films
2. Supplementary Books and Exercises
    - SRA Better Reading Books (books 1, 2, 3)
    - Study in Depth
    - Study Reading College Textbooks
    - Study Type of Reading Exercises - College-level
    - Be a Better Reader (series 1-6)
    - Developing your Vocabulary
    - College Vocabulary Studies
    - Tactics in Reading (books I and II)
    - Study Guides to Accompany Controlled Reading Films

In addition to the above material, the reading laboratory has a small library of books which have been borrowed from the college library. These books do not circulate but are used by students during class or laboratory time.

The following equipment supports the use of the materials used in the laboratory:

Small Controlled Readers	5
Large Controlled Readers	1
Tachistoscope	1
Shadowscopes	11
SRA Reading Accelerators	10
Carrels	12

FACULTY QUESTIONNAIRE SUMMARY

Analysis of Data

A questionnaire on usage of Learning Resources was sent to all faculty members on March 28, 1968. Of the fifty-three full-time faculty members, forty-two or 79.4% replied; nineteen of the seventy-eight or 26% of the part-time members replied. (See Appendix, p.121 for a breakdown of percentages.)

Regarding assignments of library materials, 46% of those responding make definite, required library assignments, 39% suggested specific readings, while 15% neither required nor suggested any use of library materials. Regarding personal usage of the library by the faculty, 90% reported using Sinclair library for their own purposes.

Faculty Suggestions

Although comments regarding the present library services and facilities were generally positive, the following suggestions for improvement were listed:

1. Enlarge the book collection
2. Establish a "browsing" paperback section
3. Keep the library quiet
4. Designate a separate faculty area
5. Compile subject bibliographies of collection

Many faculty members expressed satisfaction with the present audio-visual service. However, suggestions concerning improvement of audio-visual services include the following:

1. Assign an attendant to the Sinclair Annex to make equipment available
2. Find a quick method for making transparencies
3. Buy more overhead projectors
4. Establish better communications with evening faculty
5. Replace older equipment

Three of the five suggestions on audio-visual service were implemented in September, 1968. Equipment for processing Diazo film produces transparencies of excellent quality in a variety of colors; transparencies are also produced by the Thermofax process. A handbook for evening and part-time faculty has eased communication problems, and new equipment is purchased as needed. Suggestions one and three are being considered as of this date.

COOPERATIVE PROJECTS

Dayton-Miami Valley Consortium

Participation in cooperative library projects has greatly widened the resources available to students and faculty. The librarians of eleven colleges and universities in the area have been meeting regularly for several years. These institutions, along with several area industries, are now formally organized into the Miami Valley Consortium. (See p.39 for description.) Procedures have been liberalized for inter-library loans and student use of library materials in any one of the institutions. Cooperative buying and binding projects have also been planned.

Plans are being made to establish a Learning Resources Circuit to serve Consortium members with distribution from a central location. To initiate the project, emphasis will center on a 16mm film collection since high cost prevents many institutions from developing adequate collections of their own. The circuit has these goals: (1) to offer an efficient means of sharing printed material; (2) to share other forms of media and specialized equipment; and (3) to provide rapid repair services at less cost than commercial repairs. Though effective means of distribution, booking, and funding are not completely organized yet, the Learning Resources Circuit promises to provide a valuable contribution to each member.

Sinclair will participate in a Media Institute planned for the summer of 1969. This three-week institute will be offered to the faculties of all participating member institutions of the Consortium. Four post-sessions will provide follow-up activities and evaluation of results of the following objectives:

1. To expose faculty to use of new educational media and new applications
2. To assist faculty in planning effective use of instructional materials
3. To assist the faculty in identifying needs for use of specific materials and equipment, and
4. To assist faculty in locating, designing, and evaluating materials

Union List of Serials

Another project of the academic libraries, along with the Dayton Public Library and the special libraries in the area, has been the compiling of a union list of serials which will help each member library locate periodical materials not available in its own library.

Ohio College Library Center

In July, 1967, Sinclair Library became a member of the Ohio College Library Center, whose purpose is to establish a computerized center serving academic libraries of Ohio. There are fifty-four member colleges at present. The first major project will be the storage and communication of cataloging information and the production of catalog cards.

ERIC

The Educational Research Information Center is a nationwide, comprehensive information system operated by the Bureau of Research, U. S. Office of Education. Through subscriptions to publications of its Clearinghouse on Junior Colleges and Clearinghouse on Vocational and Technical Education, the staff is able to keep abreast of latest information in these fields.

FUTURE PLANS

Plans have been made to increase the book collection steadily up to the first goal of 20,000 titles and then to move on to 60,000 titles, the minimum number recommended for the projected enrollment on our new campus. The new library, seating 763 students, or approximately 25% of the projected enrollment, and occupying more than 69,000 square feet of space, is planned as a complete learning resources center, integrating all types of instructional media. With adequate space for staff members and users, plans to improve services can move forward. These include more formalized instruction to students in the use of books and libraries and instruction to the faculty in the multi-media approach to teaching.

The new campus will have classrooms that will be conducive to the effective use of audio and visual materials. Recommendations have been made and include the following items:

1. Each classroom to be equipped with overhead projection equipment
2. Each classroom to have a ceiling-mounted, sixty-inch by sixty-inch screen with the tilting feature to eliminate keystone effect
3. Many classrooms, in addition to the lecture halls, to have the capability of both originating and receiving television.
4. Each classroom to have adequate chalk boards to facilitate instruction
5. Public address system to be used in large lecture hall and other large assembly areas

Other audio-visual facilities will include the following:

1. Forty to fifty "wet carrels" i.e., carrels with electrical outlets to provide listening and viewing capabilities, to be provided for use upon occupancy of the new library, with adequate placement of conduit to provide for expansion of multi-media individual learning stations.
2. A materials production center to include a graphic arts area a preview area, a sound reproduction room, a small television studio, and consultation space.
3. Additional materials and equipment to be purchased to equip two reading laboratories at the new campus.

STRENGTHS, NEEDS, RECOMMENDATIONS

Strengths

1. There is an adequate staff for library operations, considering space limitations.

2. The library committee has consistently been an active, working group.

3. The book collection is up-to-date and well-chosen. Many faculty members and department heads have been active in book selection.

4. New faculty orientation stimulates interest in and usage of learning resources.

5. The college administration has consistently demonstrated an interest in and financial backing for an adequate staff, needed equipment and furnishings, and a growing collection.

6. Faculty members are becoming increasingly aware of the advantages of multi-media instructions.

7. Most of the audio-visual equipment is up-to-date and of good quality.

8. A program of production of audio-visual materials, especially in the area of overhead transparencies, has been established, with a subsequent increase in usage.

9. A separate budget for audio-visual services this year indicates the support of the administration.

10. The Consortium and the Ohio Library Center widen immeasureably the resources available to students and faculty.

Needs

1. Space for student seating, for books and periodicals, and for the staff is inadequate.

2. Usage of materials needs continual emphasis.

3. The collection of audio-visual materials is limited especially for use of students in independent study.

4. The size of the audio-visual staff is inadequate.

5. The library budget is inadequate.

Recommendations

1. The new library will provide adequate space.

2. A better program of communication about and promotion of the materials available should be undertaken.

3. Faculty should be involved in previewing and selecting a variety of audio-visual materials for acquisition.

4. The position of Audio-Visual Director should be full-time, with secretarial and production assistance provided.

5. The library budget should be increased to meet the needs of a growing institution.

CHAPTER VI

STUDENT SERVICES

INTRODUCTION

Student services and activities at Sinclair reflect the philosophy of a community-oriented service institution. In a two-year college the educational needs of the students and the specialized needs of the business and industrial community are meshed in mutually beneficial programs. Sinclair's program of student services and activities has as its goal the student's total development which is implemented through academic and personal counseling. A real interest in each student is a major strength of Sinclair. The new campus, in addition to its obvious physical advantages, will develop in the students an increasing school spirit and pride.

In this report student services and activities have been described in eight major areas: (1) the academic profile of the student; (2) the effect of the location of the college on the student body; (3) other institutions in the area; (4) housing and health services; (5) counseling; (6) organizations; (7) student conduct and standards; and (8) strengths and recommendations. The report attempts to evaluate the strengths and weaknesses of each area and concludes with recommendations.

STUDENT CHARACTERISTICS

The following characteristics of the students are based upon information obtained from the Class Profile Service of the American College Testing Program and the American Council and Education Office of Research Summary of Data on entering freshmen.

Typical Freshmen

The typical full-time freshman is a high school graduate between eighteen and nineteen who lives at home. His high school grades and his ACT scores are below the Junior College mean. Seventy percent of the students indicated their average grade in high school was either a C or C+.

Secondary School Achievements

Only three percent have received National Merit recognition. Six percent have been members of the Scholastic Honor Society. Thirty-four percent of the men and ten percent of the girls received varsity letters in sports. Ten percent of the students have been elected president of high school student organizations.

Highest Degree Planned

Thirty-four percent of the students plan to obtain the Associate degree. Thirty-eight percent plan to continue through a Bachelor's degree. Twelve percent would like to obtain a Master's degree and five percent have as their goal some degree beyond the Master's degree.

Probable Career Occupation

Thirty-five percent of the males and fourteen percent of the females indicated business as their probable career occupation. Twenty percent of the males chose engineering as a possible career occupation. The remainder of the students scattered their choices over many career occupations.

Factors in Making College Choice

The reasons given by Sinclair students for choosing Sinclair Community College are of special importance in determining the goals of our college. The students chose "special curriculum" as first choice; "close to home" as second choice; "good faculty" as third choice; "location" as fourth choice; "low cost" as fifth choice; and "high scholastic standing" as sixth choice. "Intellectual atmosphere" was the ninth choice.

ACT Scores

The information in Figure 1 was extracted from the ACT Research Profile Service report to furnish a profile of the Sinclair 1967 Freshman class. It is noteworthy that the means of the 1966 Freshman class approximated the national Junior College means, while the 1967 class ranked considerably lower. ACT scores are included here primarily for the purpose of comparing Sinclair students with those of community colleges generally. ACT scores are never used to prevent attendance at Sinclair.

Figure 2 compares the mean high school grades of Sinclair students with the national averages and with the Junior College mean. It is significant that while the high school grades of Sinclair Freshmen were lower than the national Junior College average in 1966, the ACT scores were nearly identical with Junior College means. (see Figure 2).

FIGURE 1

COMPARISON OF THE MEAN HIGH SCHOOL GRADES FOR FRESHMEN ENROLLED ON SINCLAIR CAMPUS WITH MEANS OF OTHER GROUPS

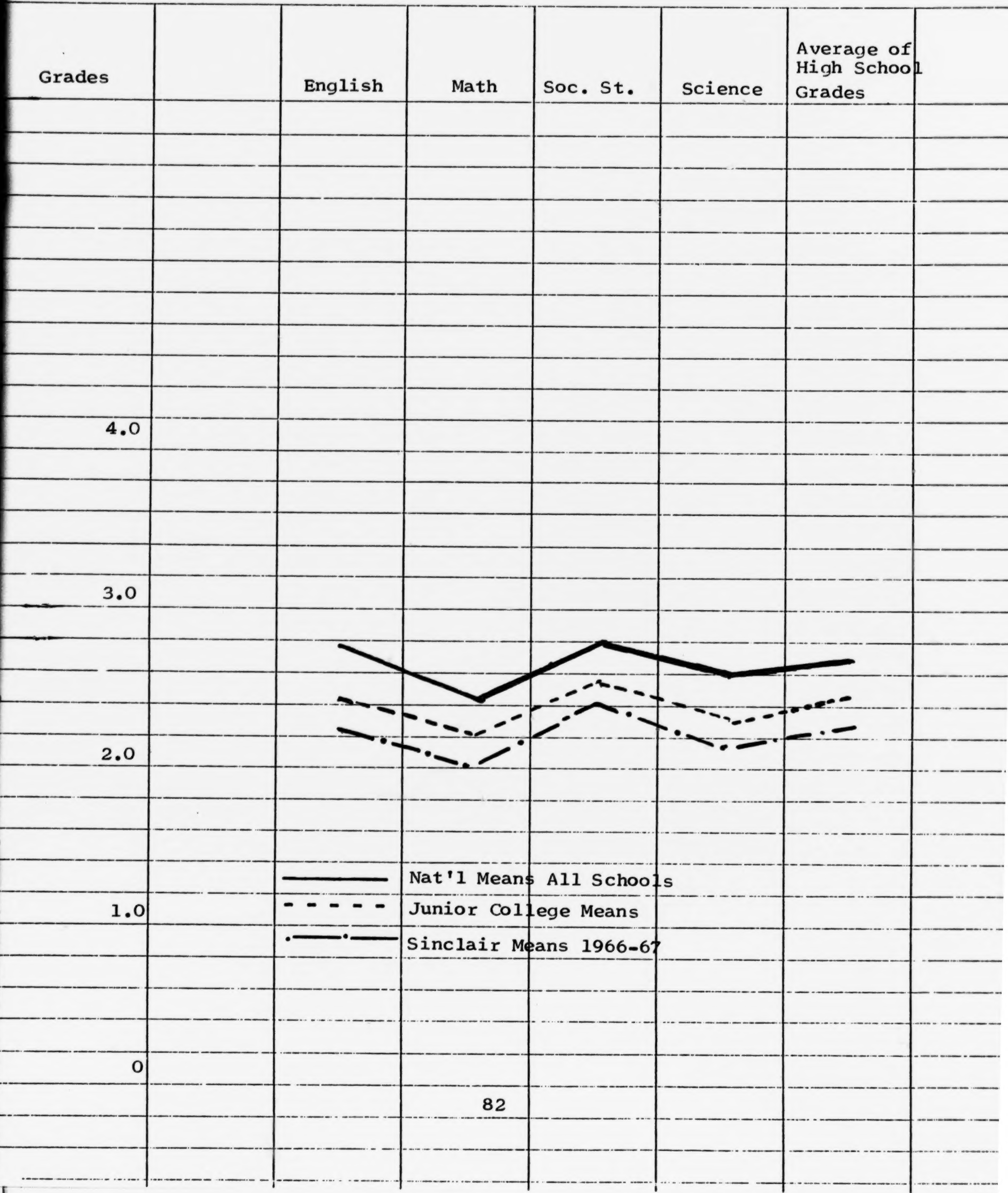
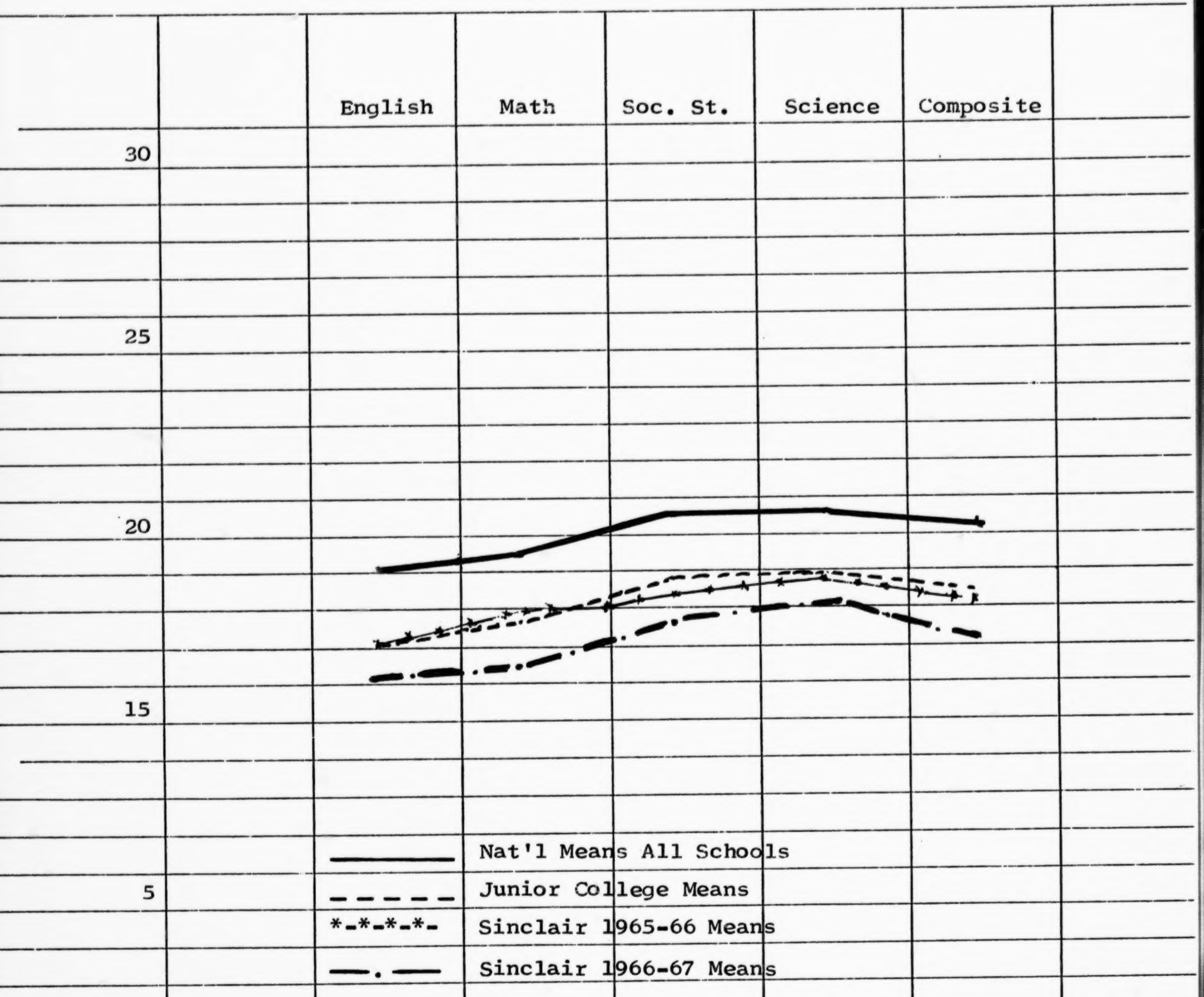


FIGURE 2

COMPARISON OF THE MEAN ACT SCORES FOR FRESHMEN ENROLLED ON SINCLAIR CAMPUS WITH MEANS OF OTHER GROUPS



Attrition Rate for All Students

The following table indicates the fall term drop-out rates for the past seven years.

TABLE XI

FALL TERM ATTRITION
Sinclair Community College

Year	Percentage of Enrollment
1961	26%
1962	29
1963	16
1964	14
1965	23
1966	14
1967	19

Reasons for drop-outs are many. A cursory analysis reveals some of them to be military service, marriage, acceptance of full-time employment, and poor grades.

Attainment of Excellence

The following table shows the percentage of the students on the Dean's list. The figures from 1961-1965 are based on a 3.6 term average. The figures from 1966 and 1967 are based on a 3.25 term average.

TABLE XII

DEAN'S LIST
Percentage of Total Day Students for the Fall Terms

Year	Total No. of Students	No. for Dean's List	Percentage
1961	250	11	4.4%
1962	340	12	3.5
1963	236	18	7.6
1964	279	24	8.8
1965	458	27	5.9
1966	903	77	8.5
1967	1246	68	5.5

Grade Analysis

Table XX is a presentation, by division, of grades of Sinclair students in the fall of 1967. It includes information by number and by percentage and indicates that the distribution approaches the normal with the bulk of the grades lying in the B-D range. (See Table XX, p.129, Appendix.)

While it is recognized that the Sinclair student is sometimes not as well prepared for academic work as is the student who elects to attend a four-year institution, his response to serious college level work is often gratifying. One of the rewards of Sinclair teaching and one of Sinclair's strengths is the role it plays in helping its students achieve their potential.

THE EFFECT OF LOCATION OF SINCLAIR COMMUNITY COLLEGE ON ATTENDING STUDENTS

Sinclair is a commuter's college with 82% of all students living less than 15 miles from the campus. An October 1967 survey indicated that approximately 80% of our students now drive to school and plan to drive to the new campus. (See Table XIX, p.128).

OTHER INSTITUTIONS AND AGENCIES IN THE AREA

Cultural and Educational Agencies

The following cultural and educational agencies are within easy reach of the college:

U. S. Air Force Museum
Dayton Art Institute
Dayton Public Library
Libraries at University of Dayton and Wright State University
Memorial Hall
 (Dayton Philharmonic Orchestra, other concerts, drama)
Carillon Park and its Historical Museum
Museum of Natural History and Planetarium
Y.M.C.A.
Y.W.C.A.
Churches of many denominations
 (Coffee houses, meeting places for college-age youth)
Theater
 (Cinema, professional and amateur drama, talent shows)

During the formative years of the college too little utilization has been made of these resources. On occasion, student government groups have purchased blocks of tickets to popular events. In general, however, there has been little enrichment of student activities through existing agencies. However, the rapid growth of the college should soon make practical the provision for more numerous and varied cultural events on the campus. The aesthetic appeal of the new campus should be conducive to an atmosphere of cultural enrichment for students, faculty, and staff.

HOUSING AND HEALTH SERVICES

Living Accommodations

The 1968-1969 catalog reads: "There are no dormitories at Sinclair Community College. It is presumed that students not living at home will establish their own living arrangements as adult citizens in the community." Recommended accommodations are the YMCA, YWCA, and the Loretto. Current rates are listed but these rates change from year to year. Students coming from a distance know definitely that they will have to find their own housing.

Health

Services available from the Student Health services include emergency first aid, health counseling and student health insurance program information. Student health certificates are required from all full-time students. The student health records are reviewed to identify special problems and inform those who need to know.

A Blue Cross and Blue Shield program at special low rates is available to all students who are full-time students. Comparable group coverage at non-student rates would cost single students nearly triple the special student rate.

The student who becomes ill on campus may have to be taken to a local hospital. If this is necessary, the student will be taken to the most convenient hospital. The college assumes no legal responsibility or obligation for the expenses of such transportation or for medical services at the hospital.

Mental Health

Students with problems of a personal nature which interfere with their educational progress may receive assistance through the Dean of Student Services and/or guidance counselors. Students experiencing severe psychological problems are referred to a private psychiatrist or to the Dayton Adult Psychiatric Clinic.

COUNSELING

One of the most distinctive features of Sinclair Community College life is the genuine interest taken in the welfare and progress of each student. Nowhere is this interest more clearly shown than in the area of student counseling. Counseling at Sinclair may be divided into four main types:

Pre-College Counseling

Each potential student is advised as to the requirements for admission to Sinclair Community College. Acceptance into the college is based on application, high school transcript, college transcript in the case of a transfer student, and placement tests in mathematics and English. Students under 21 must take the ACT test. The Kuder Occupational Interests Survey is given to all full-time students. Mental Health students must take the Minnesota Multiphasic Personality Inventory.

After acceptance each student has an interview with the counselor or with the Dean of Student Services. During this interview the counselor goes over the test scores with the student, makes out his schedule for the first term, and enrolls him as a Sinclair student. All this counseling is done prior to the beginning of the term.

Academic Counseling

During a student's school career his academic counseling is handled by his individual instructors and by his faculty advisor. Each student is assigned to a specific faculty member for his entire career at Sinclair. While he may request additional interviews from time to time, an interview with the faculty advisor is mandatory before each quarter's registration.

Individual Counseling

Individual counseling is done by the guidance counselor or by the Dean of Student Services at any time the student requests it. Referrals may be made by interested faculty or counseling may be requested directly by the student. Every effort is made to establish rapport.

Vocational Counseling

Vocational counseling is a continual process beginning with the Kuder Occupational Interest Survey during pre-admission and proceeding through a continuing review of vocational goals by the academic advisor.

Cooperative Education Counseling

A very important feature of cooperative education is the means it furnishes for realistic educational guidance. At Sinclair a professional staff acts as coordinators between students and employers to arrange, supervise, and evaluate job experiences; the staff also helps the teaching faculty correlate academic studies and work experiences. The opportunity that the student has to test out his vocational interests under counsel and supervision is of great value to him in directing his long-range vocational plans which may include the possibility of further education.

ORGANIZATION AND ACTIVITIES

Organized groups and activities at Sinclair Community College strive to fill a complementary role to the academic program of the school. They provide opportunities for student interaction, responsibility, and leadership, and help to build student morale and identification with the institution.

It should also be pointed out that characteristics of our student body (i.e.- many are commuters, working students, married students) create a challenge in the task of initiating and stimulating student participation in organizations and activities.

Before 1967 there was little emphasis on coordination and promotion of activities and organizations except through the Dean of Student Services. There were less than a dozen different organizations and very little student identification. The need for stimulation in this area was recognized and in September, 1967, a full-time Director of Student Activities was employed. The list of organizations has since increased to eighteen.

The basic requirements for establishment of an organization at Sinclair include a petition of at least twelve students, an advisor, a statement of purpose, and a written constitution. The purpose of the organization must be justifiable within the framework of the overall objectives and philosophy of the college.

Student Government

(1) The Student Council is the representative student ruling body for full-time students. Students who have a 2.0 or better accumulative average may petition for membership and are elected through a general student election.

The responsibilities of the Council are to represent students to the faculty and administration, to create high standards of scholarship, to maintain high ideals of citizenship among the students, and to stimulate social and student activities. The Council has the power to budget and allocate 50% of the revenue from student activity fees. During the 1968-69 academic year the amount budgeted by the Council was approximately $20,000.

There are presently twenty student members and four staff advisors on the Student Council. Meetings are held at least once every two weeks and are open to all students and faculty.

During the past year the Council has sponsored events such as informal dances, a formal prom, a guest lecturer, a newspaper, athletics, and a Presidential preference election called "Choice 68."

(2) The Student Senate, composed of ten students and one faculty member, is designed to represent the evening student body. Qualified students volunteer to serve on the Student Senate. Their goal is to create school spirit, to provide activities and services, and to stimulate the academic objectives of the college in the evening school environment.

During past years the Senate has sponsored social hours during the evening class break, student nights at theaters and sports events, and a spring prom.

Professional Societies

(1) The Society for Advancement of Management (Sinclair Community College Chapter) is a division of the recognized international professional organization of managers. The immediate objective of SAM is to bring together executives in business and students preparing to go into business. Providing business with a better product to train, mold, and refine to meet its needs is the goal of the Junior College Division. Meetings, conferences, seminars, panel discussions, plant tours, management games, news letters, and management periodicals sponsored by the Society should provide students with an insight into the actual practice of the management profession. All students with

a sincere interest in management who are registered with Sinclair Community College may apply for membership.

(2) The Sinclair Community College Student Branch of the Institute of Electrical and Electronic Engineers has as its objective the broadening of student knowledge and the strengthening of student technical and social bonds through active participation in Branch activities in association with classmates, instructors, and practicing engineers. Student members may attend local Section meetings as well as major I.E.E.E. sponsored conferences. Periodically scientific and technical materials are distributed to the students. Qualifications for membership require that the student be carrying at least thirty percent of a normal full-time academic load in a regular course of study in electronics or allied branches of engineering, the arts and sciences.

(3) The American Society of Tool and Manufacturing Engineers Student Chapter #20 - A.S.T.M.E., has as its objective the advancement of scientific knowledge in the field of tool and manufacturing engineering. Any student studying tool or manufacturing engineering or related engineering courses who is in good academic standing is eligible for membership. The local chapter is affiliated with the national A.S.T.M.E. Activities include plant tours, business meetings, on-campus seminars at major colleges, and attendance at senior chapter meetings.

Honorary Societies

Phi Theta Kappa, Nu Pi Chapter, is the National Junior College Honorary Scholastic Society. To qualify for membership, a student must attend Sinclair Community College full-time for one quarter, receive a 3.6 average one quarter, and maintain a 3.0 cumulative point average.

Phi Theta Kappa engages in several fund-raising projects every year. Upcoming plans include sponsoring informal seminars, starting a scholarship fund, attending the annual P.T.K. convention, and participating in service projects that involve Sinclair Community College in community affairs.

Social Clubs

Presently, although four social clubs at Sinclair use Greek letters, these clubs are local and not nationally affiliated. The oldest of these organizations, Lambda Tau Sigma, does have some affiliation with other college chapters in the State of Ohio. The other three clubs were formed in the last year. Several fraternities and sororities have developed and died out in the past at Sinclair.

The activities of these groups have included social functions for the individuals in the club, activities for the student body, and certain service projects for the school and community. Greek letter organizations are:

1. Lambda Tau Sigma - fraternity
2. Alpha Zeta Chi - fraternity
3. Delta Xi - sorority
4. Sigma Gamma Phi - sorority

Athletics

The athletic philosophy of the school emphasizes intramural and participant programs. The lack of physical facilities has somewhat limited the number of intramural programs.

The Intramural sports were started in 1967-68. A mixed bowling league was started with eight teams and forty participants. An intramural basketball tournament featured eleven teams with over eighty participants. (In both sports some faculty members participated with the students.)

On the intercollegiate level Sinclair has a basketball team which competes with other junior colleges, business colleges, small four-year schools, and junior-varsity teams. Membership in the NJCAA is now being considered.

Along with the basketball team, two auxiliary groups, a cheerleading squad of eight girls, and a Pep Club operate to support the sport. These two groups plan and carry out a pep rally for the team.

Special Interest Groups

A mixed chorus known as the Sinclair Singers has been active in the past several years at Sinclair. They have appeared only at college functions. For the 1968-69 school year, the Board of Trustees has approved a sum of money to start a larger chorus under professional leadership that will represent our college by entertaining various groups in the community (such as Kiwanis, high schools, professional groups, etc.)

The Sinclairion, the student edited newspaper, serves as a medium of communication for student groups, activities, and opinions; it is financed by the activity fund through the Student Council.

The Student Center Planning Committee contributed ideas for the projected student center.

Table XVIII in the Appendix, p.127, lists Sinclair activities by organization, name, and description.

STUDENT CONDUCT AND STANDARDS

Student Handbook

Before this year information offered to students was found in the Bulletin of Information, a yearly publication. This booklet contained information on academic programs and procedures along with miscellaneous information in such areas as scholarships, fees, housing, parking, books, facilities, college citizenship, and student activities.

Beginning in the fall term of 1968 a Student Handbook containing pertinent information was distributed to all registering students.

Student Conduct

An overall statement on college policy relating to student conduct is now being developed.

Emergency Action

The Board of Trustees of Sinclair Community College has set forth emergency procedures to be followed in any situation which might lead to disruption of operation of the college.

Recent Developments

As a direct result of this study, two recommendations of the Committee on Student Service have recently been implemented:

First, the President's Cabinet has established a standing committee on student conduct and standards. A letter from the Committee on Student Services and Activities to the Administrative Council on this subject is included in the Appendix, p.123.

Second, the following statement on conduct has been approved and published in the student handbook:

> ### STUDENT CONDUCT AND STANDARDS
>
> A student enrolling in Sinclair Community College assumes an obligation to conduct himself in a manner compatible with the college's function as an educational institution. Federal, state, and local laws are to be obeyed by all students. Misconduct for which students are subject to discipline falls into the following categories:
>
> 1. Theft of or damage to college property or of property belonging to a member of the college community or campus visitors;
> 2. Forgery, alteration, or misuse of college documents, records, or identification;
> 3. Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the college;
> 4. Obstruction or disruption of teaching, administration or other college activities;
> 5. Physical abuse of any person on college property or at college supervised or sponsored functions or conduct which threatens or endangers the health or safety of any such person;
> 6. Possession or consumption of alcoholic beverages on campus.
>
> Smoking is permitted in the student lounges, hallways, careteria and snack bar. Classroom smoking is prohibited.

STRENGTHS, RECOMMENDATIONS

Strengths

1. Student achievements are recognized through the honor society.

2. Individual attention is given by teachers and staff.

3. Students participate in decisions; the administration consults the Student Council and appoints two students to each standing committee.

4. Students allocate 50% of the funds from student activity fees. The remaining 50% is budgeted toward the Student Union Building.

Recommendations

1. The college should emphasize the student's total development. Sinclair's emphasis on academic work is and has been commendable. It is now time to consider the physical and social aspects of the student's development.

2. Emphasis should be placed on the cultural opportunities available to the students. Many of our students have had little acquaintance with music, art, or drama. A program of cooperation with the Art Institute and the Dayton Philharmonic Orchestra should be begun for cultural enrichment.

3. As soon as facilities permit, the college should undertake a limited student health program, making available a room where students could receive emergency first aid. This should not be deferred until construction of the new campus.

4. The results of a September, 1968, survey prepared and evaluated by a statistics class of 42 students indicate that relatively few students (19% of those sampled) now participate in college activities. The survey showed, however, that 76% of the students polled would like more social activities available at Sinclair. These findings seem to constitute a strong student recommendation for expansion of Sinclair student activities.

5. Student Services should be expanded to include a professional person to handle psychological services for the student body.

CHAPTER VII

FINANCIAL AND PHYSICAL RESOURCES

FINANCIAL RESOURCES

Background

The financial resources of the college were greatly expanded by its conversion from a private junior college to a publicly supported community college. First, with the passage in May, 1966, of a ten-year, one-mill levy, an income of at least $20,000,000 over the ten-year life of the levy was guaranteed. The levy, which may be used for both capital and operating purposes, is derived from taxation on property in all of Montgomery County, which property at the present time has a valuation of $20,000,000,000.

Sources of Revenue

Upon the passage of the levy, the Ohio Board of Regents, the governing agency for higher education in the State of Ohio, issued a charter to the Montgomery County Community College District to operate Sinclair Community College. This charter guaranteed operating support from the State of Ohio. At present, this support amounts to $350 per year per Full-Time Equivalent student. The Ohio Board of Regents also has granted the college $1,750,000 toward the construction of its new campus.

Ohio law permits community colleges to borrow on tax anticipation notes up to 75% of the total to be derived from a tax levy. The college has already borrowed and is currently investing $6,725,000 from such notes and the Board has authorized the borrowing of another $7,700,000, making a total of $14,425,000 of local funds available for the operation and construction of the new campus. In addition, an application for a federal facilities grant of $7,164,471 under Title I of the Higher Education Facilities Act has been filed.

Since one of the buildings in the planned campus is a college center, revenue bonds amounting to $2,000,000 will be issued to finance this facility. Such bonds can be repaid from the revenues derived from a student activity fee, the bookstore net revenues, and the food service net revenues. With this revenue issue, the total construction fund available is adequate to cover the anticipated $20,500,000 total cost of the campus now being planned.

As an example of what State and County support has meant to Sinclair, the cost per trimester for instructional fees went from $450 per student in the private college to $150 per student in the public college. With the conversion to a quarter system, this charge has been changed to $105. Whereas the total operating income for the college in the year ending August 31, 1966, just prior to going public, was $682,053, the total operating income for the year ending June 30, 1968, was $1,434,036. Of this amount, 39% came from the State, 22% from the County, 37% from students, and 2% from miscellaneous sources. The college spent 64% of its total expenditures for departmental instruction and 7% for student services.

Accounting System

As a state-assisted institution of higher education, Sinclair Community College must structure its accounting along the lines set down by the Ohio Board of Regents and the Ohio Auditor of State. The college's books are audited by the State Auditor's office to verify this conformity. The operating income and expense statements for the fiscal year ending June 30, 1968, are based upon this state-prescribed accounting system. See Appendix, p.130 ff, for charts presenting this data.

Budget Procedures

The annual budget is prepared in the following manner:

1. Faculty members are given, through their Department Chairmen; forms for requesting budget amounts for supplies, equipment, travel, and membership dues.

2. Staff personnel are given like forms through the Controller's office.

3. The Department Chairmen review the returned budget requests and submit them to the Dean of Instruction with their comments. At the same time, the Chairmen submit to the Dean their recommendations for salaries for the coming year.

4. The other Deans likewise assemble budget requests from their people as do other non-teaching supervisors in their areas.

5. The Controller and the President prepare an income budget.

6. The Deans and supervisors and the Controller meet with the President to review specific requests.

7. The total expense budget is compared with the income budget, and a revision is made, if necessary, in order to bring expenses in line with income.

8. After the budget is balanced to the satisfaction of the President, it is typed and presented by him to the Board of Trustees for comments and eventual approval.

Once the budget is adopted by the Board, it forms the basis for comparison of actual performance with that predicted. At the end of each month, a statement is sent from the Controller's office to each operating division, showing for each item of expense: (1) actual expenditures to date (2) budget for the year, and (3) amount of budgeted expenditure available for the remainder of the year.

The college, in order to plan its future financing, frequently updates the projected future operating budget that has been prepared.

A revised budget for the period 1966-1977 is currently being prepared.

PRESENT PHYSICAL FACILITIES

Sinclair Community College is operating in temporary rented facilities until its new campus is ready in the Fall of 1971.

Written agreements covering the occupancy and use of present facilities exist between Sinclair Community College, the YMCA, the Dayton Board of Education, churches, and individuals. These arrangements included furnishing the college with light, heat, power, janitorial and maintenance services. The following facilities are being used during the present school year (1968-1969):

YMCA (117 West Monument Avenue)

Ground Floor - Two laboratories (Drafting, Machine Shop), one classroom, student lounge (3,221 sq. ft.)
Second Floor - Six classrooms, three offices, toilets (5,144 sq. ft.)
Third Floor - Library, and Chemistry, Physics, Electronics, Electricity, Reading and Computer Laboratories; Registrar's Office and work-room; eighteen spaces for administrative, office and faculty personnel; main lobby with receptionist-switchboard operator; storage rooms; toilets (10,000 sq. ft. total on third floor)
Fourth Floor - Additional space for library stacks, reading and study room; conference room; thirteen individual offices for staff and faculty (4,500 sq. ft. total on fourth floor)

The following spaces in the YMCA may be used by the college groups without additional charge:

Auditorium - (2,900 sq. ft.), conference room (590 sq. ft.), cafeteria, private dining rooms, Gold Room, Coffee Shop (total 6,860 sq. ft.)

In addition, Sinclair Community College has the use of the gym, game and practice rooms.

Annex Building (113 West Monument Avenue)

First Floor - Three classrooms, lobby, lounge, toilets (2,000 sq. ft.)
Second Floor- Two classrooms, two typing laboratories, thirteen office spaces for faculty (2,066 sq. ft.)

136 West Monument Avenue

First, second and third floors - Forty spaces for faculty and staff (4,000 sq. ft.)

Christ Episcopal Church (20 West First Street)

Six classrooms and one student lounge (4,200 sq. ft.)

First Baptist Church (111 West Monument Avenue)

Seven classrooms (4,253 sq. ft.)

Stivers High School (1313 East Fifth Street)

The entire building is available in the evening for classes. This past year (1967-1968) we have used 35 classrooms, four evenings each week (approximately 10,000 sq. ft.). In addition, Sinclair Community College uses the Stivers gym for basketball practice and home games.

Red Cross Building (22-26 West Monument Avenue)

Five classrooms and eight offices (4,000 sq. ft.)

The total space used by Sinclair Community College equals approximately 74,514 sq. ft.

FUTURE PHYSICAL FACILITIES

The Site

The site is located in an urban renewal area in downtown Dayton, Ohio, in a section known as Center City West. The land is bounded on the North by West Third Street, on the East by St. Mary Street, on the South by Mead Street and on the West by Interstate 75. The size of the site comprises approximately twenty acres.

The location of this tract of land provides many advantages. The first is the closeness of the tract to the center of Dayton; it is only three blocks west of the Intersection of Third and Main Streets.

Second is the ease of access in reaching the campus by both public and private transportation; public transportation covering the west and east sides of Dayton passes in front of the campus, and transportation covering the north and south sections of the city is located on Main Street, three blocks east of the campus. Private transportation can also reach the campus with a minimum of difficulty. Interstate 75 is located on the western edge of the campus with exits one block away. This highway is a vital link in the flow of traffic going north and south in western Ohio. In addition, it has junctions with other vital transportation routes such as Interstate 70, State Route 35, and Interstate 71. Thus the location of this campus is within easy reach, not only of the students residing in Montgomery County, but of those residing in surrounding communities and counties as well.

The Development of the Plans

At the time of this writing the plans for the new campus are reaching completion. Changes are still being made, but these changes are minor in nature and will not alter the description that is to follow.

Late in 1967, the architectural firm of Edward Durell Stone and Associates of New York City was contracted to design and formulate plans for the new campus. The present development of the plans has been the result of a continuing dialogue among the architects, the administration, and the faculty. Both the faculty and the administration have been urged from the beginning to review the plans as they were developed and to make suggestions and comments.

At present, the time-table calls for the letting of the bids by the Spring of 1969, the start of the actual construction in September, 1969, and the completion of the facilities by September 1971.

Campus Plan

The campus will consist of four academic buildings, a library, a college center and parking areas (See Frontispiece for pictorial view of the model campus). The planned facilities are designed to accommodate 5,000 full-time equivalent students. However, built into the basic plan are means by which the college can expand when the need arises, since the basements for two additional academic buildings will be completed at the time of the original construction, then landscaped over.

The Academic Buildings

The four academic buildings to be built have outside dimensions of 130' x 130'. The external face will be comprised of sand-blasted poured concrete, glass and face brick on the end projections. Each building will have a basement and three stories above ground. The two upper levels in each building will have a 40' x 40' open well in the center with a skylight in the roof. The classrooms, labs, and faculty offices will face the outer wall, leaving a ten-foot corridor around the open well.

The academic buildings will produce the following general facilities: sixty-one classrooms which will accommodate 2,144 students, (See Appendix, p. 137, for typical classroom design), forty teaching laboratories which will accommodate 1,436 students (See Appendix, p.138, for type and typical designs), 157 individual faculty offices (See Appendix, p. 137, for typical office plan), and sixty-three support offices with total square footage of 23,021.

Library and Study Loggia

The library will be located underground, beneath the plaza (See Appendix, p. 136, for location and general design). The location of the library will connect all of the academic buildings, providing easy access from any point on campus. The library will comprise a total of 42,200 square feet, providing a volume capacity of 77,600 volumes as well as 432 study stations. In addition, there will be four offices and five support rooms for an additional 6,716 square feet.

The study loggia will be at the same level as the basements of all the academic buildings and the college center. They actually form underground connecting links for these buildings (See Appendix, p.135). The loggia will be located above the library, its roof being the central plaza. There will be a large open well located in the center of the loggia with skylights located in the plaza. The total area of the study loggia will be 24,200 square feet, which will provide 330 study stations.

The College Center

The college center will have approximate outside dimensions of 168' x 125'. It will be comprised of a basement and three floors above ground. The food services will be located in the basement. On the first floor will be located the bookstore, a music lounge, a study lounge, the student government room, a newsstand, and the offices of the Director of Student Activities and the College Center Director. On the second floor, game rooms and assembly and/or ballroom and private meeting rooms will be located. Administrative offices and support rooms will be located on the third floor. At the time of this writing, this building is still in the design and development stage, and it is therefore impossible to give the net square footage for each of the above-mentioned activities housed in the college center.

Parking

The present plans call for a total of 630 parking spaces; however, a study is underway to determine the feasibility of a high-rise parking facility.

Financing

See section on budget.

Summary

At the present time Sinclair Community College is forced to use rented quarters and will continue to do so until the completion of the new campus. At present, the total square footage available to the college is 74,514; when the new campus is available the square footage for academic facilities alone will be approximately 380,000 square feet.

STRENGTHS AND RECOMMENDATIONS

Strengths

1. With the passage of the $20,000,000 County tax levy and the granting of State subsidies, Sinclair's financial support has become assured.

2. Instructional fees have been greatly reduced since financial solvency is no longer dependent on student fees alone.

3. The funds for the new campus have been made available through State, local and federal grants and levies, and final working drawings have been received so that construction can begin in the Fall of 1969.

Recommendations

1. Future planning could be made with much greater confidence if our next county levy could be effective until revoked. Local school districts and municipalities have now been granted authority to seek such perpetual levies and Sinclair is currently seeking legislation to extend such authority to community colleges.

2. As enrollment reaches the projected figure of 5,000 Full-Time Equivalent day students, Sinclair should be prepared to build another campus elsewhere in the district. It is therefore felt that the college should soon start looking for at least 200 acres as a possible site for such a second campus and should take steps to guarantee the availability of the land when needed.

CHAPTER VIII

SUMMARY

SUMMARY

Sinclair Community College has accepted the mandate of the people of Montgomery County to become the "Opportunity College" for the community. Having undergone a startling metamorphosis, Sinclair is now emerging as a two-year comprehensive community college. This transition encompasses profound changes --- from private to public control and from "tenant" status to its own new campus. In addition, curriculum planning and development have taken on a new meaning and become more complex.

There is a feeling of vitality and urgency on the campus about the changing role of the college. Much has been done and is being done to implement the community-oriented philosophy of Sinclair; however, many problems remain to challenge the faculty, students, and administration. This self-study has pointed up many areas in which further improvement may be made and has identified problems for continuing investigation and research. One of the most obvious and most significant results of the self-study is the necessity for continuous self-evaluation by faculty, staff, students, and administration. The study shows Sinclair to be a basically sound institution, developing in a healthy manner in the framework of its institutional philosophy. Financially well-planned and adequately supported, the college is on the verge of development which may amaze even its most optimistic supporters.

The following areas are identified in the self-study as major strengths of the college:

Philosophy

Sinclair Community College has accepted its role as a comprehensive public community college. Its philosophy, functions and objectives have been cooperatively received and developed by its faculty and administration, working in close cooperation with an alert, active, and informed Board of Trustees.

Administrative Organization

The administrative organization at Sinclair is designed to promote a flow of communication among administration, faculty and students in order to facilitate smooth, efficient operation in implementing the goals of the college.

Academic Programs and Community Services

The major sources of Sinclair Community College strength were identified through examination of the academic programs and community services currently offered, the accomplishments of the past two years, and the proposals for the future. Some of the strengths thus identified are the traditions and the reputation for service of Sinclair College as a private institution, the progressive yet sound and practical attitude of the administration, the faculty commitment to community college philosophy, to teaching and academic counseling, and to intercommunication with other colleges, and the attitude of the students characterized by recognition of opportunities, appreciation of personalized instruction, and definite individual learning objectives. Sinclair Community College provides opportunities for academic progress to both the superior and the less gifted students, the latter through developmental courses, non-credit community service offerings, tutorial services, and faculty counseling. The cooperative plan of study, strong at Sinclair, provides practical experience related to classroom learning for the student and induces interaction among students, inductrial and commercial elements of the community, and college personnel. The college maintains a close relationship with the community by other means, including advisory committees to aid in identification of community needs and to provide citizen review of academic programs.

Membership in the Dayton-Miami Valley Consortium provides opportunities for faculty to associate professionally with colleagues in member institutions, for students to broaden the range of available courses through interinstitutional registration, and for the administration to cooperate with member institutions to improve service to the community.

Faculty and Instruction

Sinclair is strong in the qualities of its faculty which include interest in students, involvement in the general development of the college, and good rapport with their colleagues and Division Chairmen, as well as excellent academic preparation and experience. The college offers its faculty members an exceptionally strong fringe benefit program, including an outstanding insurance program, partial payment of tuition costs, selective underwriting of professional memberships and attendance at professional conferences, and adequate clerical services.

The Learning Resources Center

The staff for the Learning Resources Center is well-trained and experienced and has had the support of an active, working library committee.

Faculty members and department heads have been active in book selection, and new faculty orientation has stimulated interest in and usage of learning resources. The college administration has supported the development of the Learning Resources Center, providing separate budgets for library resources and audio-visual services. This has enabled the staff to provide an up-to-date, well-chosen book collection, good quality, modern audio-visual equipment, and a program of production of audio-visual materials. Membership in the Dayton-Miami Valley Consortium and the Ohio College Library Center widens immeasurably the resources available to students and faculty.

Student Services

Student services and activities at Sinclair reflect the philosophy of a community-oriented service institution. The goal of the program is to aid in the student's total development. A real interest in each student is a major strength of Sinclair.

The average student at Sinclair is eighteen or nineteen, lives at home and ranks slightly below the Junior College Mean on the ACT test. He had about a C average in high school and probably will not go on to advanced degrees (62%). He leans toward business as a career but has diverse occupational interests. He attends Sinclair because of curriculum offerings, proximity to home, good faculty, general location, and low cost. There is about a twenty percent chance that he will drop out during his first term.

There are many cultural and educational agencies within easy reach of the college. The Dayton-Miami Valley Consortium consists of twelve institutional and four industrial organizations, offering opportunities for substantial benefits to Sinclair students and faculty.

Counseling at Sinclair comprises an important part of the college's services to the student. Emphasis is placed on pre-college, academic, individual, and vocational counseling. In addition, special counseling is provided for students in the cooperative program.

Organized groups and activities at Sinclair Community College strive to fill a complementary role to the academic program of the school. They provide opportunities for student interaction, responsibility and leadership and help to build student morale and identification with the institution. The Student Council is the representative student body for full-time students, and the Student Senate is designed to represent the evening students. Other groups include professional societies, honorary societies, social clubs, and special interest groups. Athletic programs emphasize intramural and participant activities, although limited by lack of physical facilities. Intercollegiate sports are currently limited to basketball.

A Student Handbook containing information of interest to students is distributed to all registering students.

Physical and Financial Resources

Although Sinclair Community College is currently operating in temporary rented quarters, very efficient use is being made of the limited space available. The new campus will provide more than five times the currently available space for academic facilities.

Sinclair's financial support comes from two main sources (in addition to student fees): a one-mill tax levy, passed in 1966, guaranteeing a ten-year income of at least $20,000,000 and state support amounting to $350 per full-time equivalent student. The Board of Regents has granted $1,750,000 toward the construction of the new campus. The construction of the new campus is being financed by a combination of tax anticipation notes, revenue bonds (for the college center), a federal grant, and the Board of Regents' grant, assuring an adequate construction fund.

Sinclair's accounting system is structured along the lines set forth by the Ohio Board of Regents and the State Auditor's office. The annual budget is prepared through cooperative effort involving faculty and administration and serves as a basis for comparison of actual performance with that predicted. Operating divisions are kept informed of budgetary status.

Recommendations

1. The college should preserve its major sources of strength by continued emphasis upon community service and professional integrity in current offerings and in the development of new programs and services.

2. The General Studies Division should employ full-time faculty as soon as is practical to develop courses in art, music, and the sciences.

3. Distinct college parallel programs should be developed in business and engineering as well as in the arts and sciences.

4. The Dean of Instruction, Division Chairmen and various faculty groups should continue to meet with their counterparts at the other colleges in the region. An exchange of instructors with these institutions would be desirable.

5. The Dean of Continuing Education and the Director of Institutional Research should cooperate in studies relating to the need for and development of community service offerings for those elements of the adult population who need or desire self-improvement at levels not currently offered at the college.

6. The faculty should develop an independent association to aid in communicating its desires to the administration and to aid in maintaining faculty rapport through formal and informal social events.

7. A full-time Director of Audio-Visual Services should be employed and provided with secretarial and production facilities.

8. Emphasis should be given to a better program of communication about and promotion of the materials available in the Learning Resources Center.

9. The library budget should be reviewed with the idea of keeping library growth parallel with student growth.

10. Student health services should be greatly expanded.

11. The college should emphasize the student's total development, physical and social as well as academic.

12. Greater emphasis should be placed on the cultural opportunities available to the students.

13. Institutional studies should be expanded. Follow-up studies of both transfer and career students should be developed.

14. Every effort should be made to make the county tax levy for support of Sinclair Community College effective indefinitely until revoked.

15. As enrollment approaches the projected figure of 5,000 Full-Time Equivalent day students, Sinclair should consider the possibility of building another campus and should acquire land for this purpose.

Sinclair Community College is, therefore, an institution with recognized needs but also an institution of clearly established, reachable goals that it is purposefully moving toward in its continuing effort to serve the people of the community in which it is located.

APPENDIX

TABLE XIII

ANALYSIS OF FACULTY QUESTIONNAIRE ON USE OF LIBRARY RESOURCES

1. Please list courses you are currently teaching and indicate whether you SUGGEST or REQUIRE that students use library facilities.

	Require	Suggest	Neither
Full-time faculty reporting	60%	30%	10%
Part-time " "	10%	58%	26%

2. Do you suggest specific books or periodicals for students to read?

	Yes	No	No Ans.
Full-time faculty	86%	14%	
Part-time faculty	68%	32%	

3. Do you require library facilities for term papers or projects?

Full-time faculty	57%	40%	3%
Part-time faculty	38%	62%	0%

4. How do you determine whether students actually carried out a library assignment?

	Test	Written Report	Oral Report	Other	No Ans.
Full-time faculty	21%	57%	29%	14%	24%
Part-time faculty	5%	42%	21%	0%	38%

Comment: Percentages total more than 100% because some instructors checked several methods for determining assignments.

5. Can the suggested or required reading significantly improve the student's grade?

	Yes	No	No Ans.
Full-time faculty	76%	14%	10%
Part-time faculty	79%	0%	21%

6. Could a student pass your course without accomplishing the reading?

Full-time faculty	57%	36%	7%
Part-time faculty	53%	26%	22%

7. If you are not currently requiring students to use the library, does your position stem from:

______ Inadequate reference collection

______ Inadequate collection of monographs and supplementary books

______ Inadequate periodical collection

______ Methods by which materials are made available to students (e.g. physical facilities, period of time for check out of materials, etc.)

______ Other

Comment: Only thirteen responded to this question and none indicated any inadequacies.

8. Do you make use of the library yourself?

	Yes	No	No Ans.
Full-time faculty	93%	4%	3%
Part-time faculty	84%	11%	5%

9. Do you currently use Audio-Visual Resources?

Full-time faculty	67%	30%	3%
Part-time faculty	68%	21%	11%

10. What suggestions do you have for improving library facilities?

11. What suggestions do you have for improving the audio-visual services?

To: Administrative Council

From: Members of Self-Study Committee on
Student Services and Activities

Subject: Recommendations for Student Conduct

As part of the self-study committee on Student Services and Activities the committee has investigated the areas of student conduct and standards.

The committee has not been able to identify a present set policy and procedures of the college in this area. After looking at student handbooks of several other community colleges, we would like to recommend the establishment of a committee on student conduct. We feel this would be a great asset in our report to North Central.

The committee on student conduct should:

1. be composed of both students and faculty.
2. when needed it should decide on regulations for student conduct.
3. hear cases involving student conduct/or misconduct and decide any discipline that might be involved.

ANALYSIS OF STUDENT SERVICES
AT
SINCLAIR COMMUNITY COLLEGE

During the week of September twenty-third to twenty-seventh questionnaires were made out by students in statistics classes (MTH 201). The questionnaires were examined and the appropriate ones were given to the students on a trial basis. The results of this summary are contained in this report.

Activities

1. The majority (81%) of the students participating indicated that they spent no time engaged in activities. Only 14.29% spent from one to five hours engaged in student activities and even fewer spent more time.

2. Seventy and twenty-four hundreths percent of the students indicated that they would like to see the student newspaper and/or social events expanded. A correlation appears to exist between the lack of student interest and the desire for expansion of activities. In analysis, it can be assumed that the lack of participation is due to lack of organizations interesting the students.

Registration, Guidance and Counseling

1. Reactions to the registration seemed favorable to the students as most indicated it was very simple or had only minor problems.

2. Again, student response about guidance and counseling was favorable as only 19% indicated it was insufficient.

TABLE XIV

STUDENT TIME ENGAGED IN ACTIVITIES RELATED TO SINCLAIR COMMUNITY COLLEGE

Hours per week	Students	
	Number	Percent
None	34	80.95
1-5	6	14.29
6-10	1	2.38
11 or more	1	2.38
Total	42	100.00

Source of data: Statistics class survey on student activities, September 27, 1968.

TABLE XV

STUDENT REACTIONS TO REGISTRATION AT SINCLAIR COMMUNITY COLLEGE

Experience	Students	
	Number	Percent
Exasperating	1	2.38
Somewhat confusing	3	7.14
Minor problems only	21	50.00
Very simple	17	40.48
Total	42	100.00

Source of data: Statistics class survey on student activities, September 27, 1968.

TABLE XVI

STUDENT OPINIONS ON SELECTED ACTIVITIES

ACTIVITY	EMPHASIS									
	Eliminated		Unchanged		Expanded		No Opinion		Total	
	Persons	Percent	Persons	Percent	Persons	Percent	Persons	Percent	Persons	Percent
Student Newspaper	0	0	3	7.14	27	64.29	12	28.57	42	100
Social Organizations	0	0	3	7.14	32	76.19	7	16.67	42	100
Total - both Activities	0	0	6	7.14	59	70.24	19	22.62	84	100

SOURCE: Statistics class survey on student activities, September 27, 1968.

TABLE XVII

STUDENT RESPONSE TO GUIDANCE AND COUNSELING FOR COURSE SELECTION

OPINION	STUDENTS	
	Number	Percent
Adequate and Helpful	19	45.24
Adequate - not so helpful	10	23.80
Insufficient	8	19.05
Not needed	5	11.90
Total	42	100.00

Note: Details may not add to totals because of rounding.

Source: Statistics class survey on student activities, September 28, 1968.

TABLE XVIII

ACTIVITIES AND PARTICIPATION REPORT
1967 - 1968

ORGANIZATION NAME	DESCRIPTION	ADVISOR	NUMBER ACTIVE	MALE	FEMALE
Lambda Tau Sigma	social fraternity	Cox, Sifferlen	15	X	
Phi Theta Kappa	honorary fraternity	Heermann	13	X	X
ASTME	engineering society	Swarts	17	X	
Sinclair Singers	chorus	M. Thompson	8(no longer active	X	X
Basketball	intercollegiate	Hamant	(30 tried out (15 on team	X	
Cheerleaders		Lane	19 tried out 8 on squad		X
Student Council	day government	several	20 elected	X	X
Student Senate	evening government	Newton	10-15	X	X
SAM	business society	Kinskey	51	X	X
Mental Health Club	interest club	Piro	25(no longer active)	X	X
Delta Xi	social sorority	M. Thompson	19		X
Pep Club	promote spirit	Newton	12	X	X
Alpha Zeta Chi	social fraternity	Harrah	23	X	
Sigma Gamma Phi	social sorority	Gorsline	20		X
Sinclarion	newspaper	Newton	12	X	X
Bowling League	mixed intramural	Newton	35-40	X	X
Intramural Basketball	male students	Newton	80-90	X	
IEEE	engineering society	Worden	15	X	

TABLE XIX

COLLEGE DRIVING HABITS OF 1003 DAY STUDENTS AND 1030 EVENING STUDENTS AT SINCLAIR COMMUNITY COLLEGE

October 23-25, 1967

Total number of day students who filled out all or part of a questionnaire administered in classes.	1003
Total number of evening students who filled out all or part of a questionnaire administered in classes.	1030
Total number of students who filled out the questionnaire.	2033

Currently use public transportation:

Day Students	310	Percent of Day Students	31
Evening Students	93	Percent of Evening Students	29
TOTAL	403	Percent of TOTAL	20

Currently dive a car to college:

Day Students	699	Percent of Day Students	70
Evening Students	887	Percent of Evening Students	86
TOTAL	1586	Percent of TOTAL	79

Driving a car to the new campus:

Day Students	759	Percent of Day Students	76
Evening Students	876	Percent of Evening Students	85
TOTAL	1635	Percent of TOTAL	80

Based upon this survey the percentages of day students and evening students are 49% and 51% respectively.

TABLE XX

GRADE ANALYSIS SUMMARY
Fall 1967

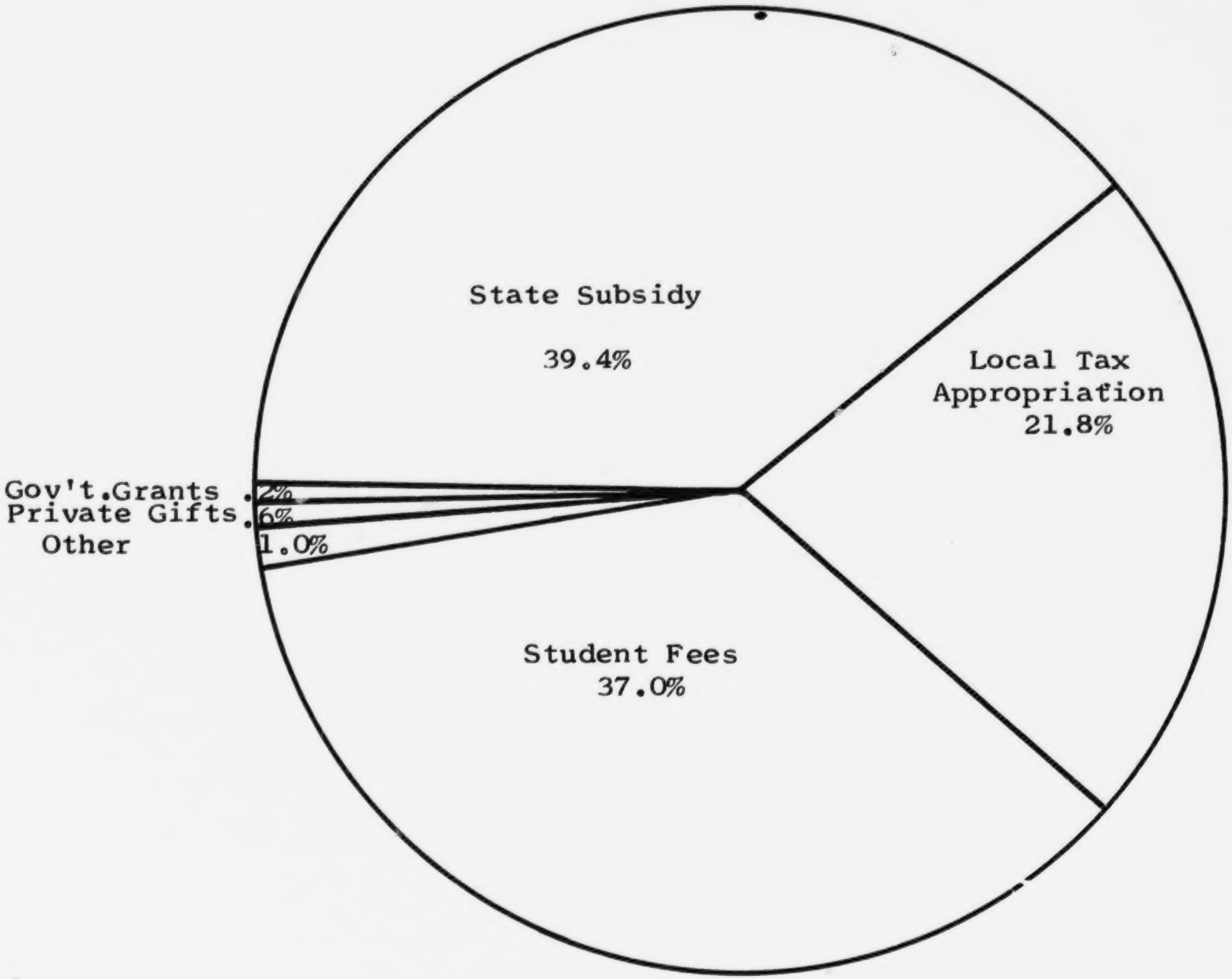
		Numbers									Percentages							
FULL-TIME	Number of Grades Given	A	B	C	D	F	WP	WF	E	I	A	B	C	D	F	WP	WF	E	I
Bus. Adm.	1456	141	361	429	232	206	34	38	2	13	10	25	29	16	14	02	03	00	01
Lib. Arts	1841	153	481	722	216	174	32	24	8	31	08	27	39	12	09	02	01	00	02
Engr. Tech.	1112	117	255	346	149	169	33	35	5	3	11	23	32	13	15	03	03	00	00
PART-TIME																			
Bus. Adm.	853	148	357	231	65	101	25	9	4	13	17	30	27	08	12	03	01	00	02
Lib. Arts	643	93	184	189	74	59	18	13	1	12	14	29	30	11	09	03	02	00	02
Engr. Tech.	197	52	52	40	16	22	07	6	0	2	26	26	20	09	11	04	03	00	01

FIGURE 3

Operating Income

Sinclair Community College
year ended June 30, 1968

State Appropriation	$ 565,450.00	-	39.4%
Local Appropriation[1]	313,055.50	-	21.8%
Student Fees	530,715.43	-	37.0%
Private Gifts	8,222.63	-	.6%
Government Grants[1]	1,999.68	-	.2%
Other	14,592.64	-	1.0%
	$ 1,434,035.88		



[1] During the 1967-1968 fiscal year, the actual receipts from all revenue sources exceeded the anticipated revenue by $199,166.98. This amount was later transferred, by Board action, from the portion of the local tax levy budget for operations to the part held for capital construction.

FIGURE 4
Operating Expenses

Sinclair Community College
year ended June 30, 1968

Departmental Instruction	$ 785,425.90	- 63.6%
Library	40,487.36	- 3.3%
Plant Operation & Maint.	93,037.30	- 7.5%
Student Services	87,548.10	- 7.1%
General Expense	132,440.21	- 10.7%
Administrative Expense	95,980.03	- 7.8%
	$ 1,234,918.90	

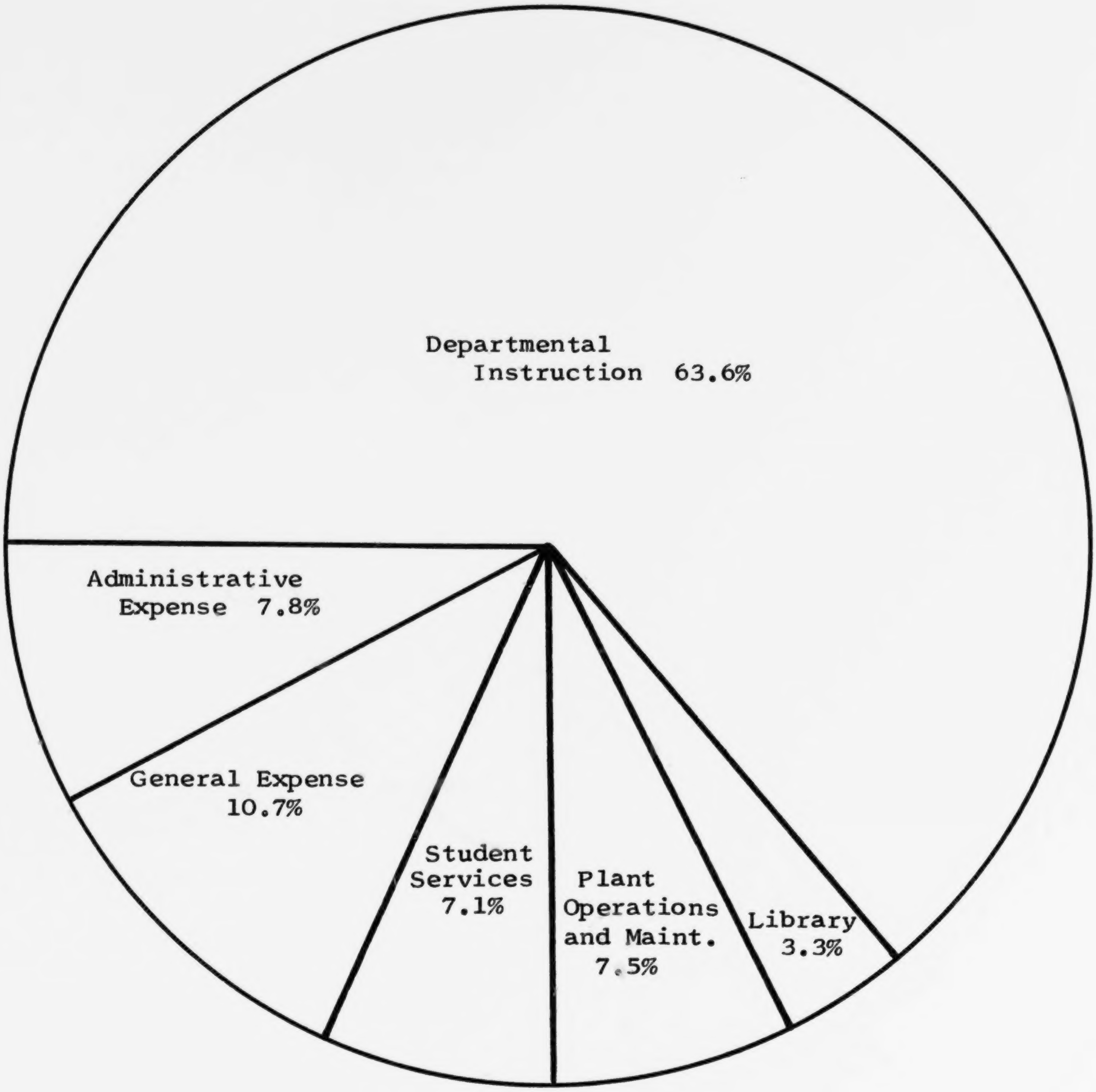


FIGURE 5

SINCLAIR COMMUNITY COLLEGE
Balance Sheet, June 30, 1968

ASSETS		LIABILITIES & FUND BALANCES	
CURRENT FUNDS		CURRENT FUNDS	
GENERAL:		GENERAL:	
Cash on Hand & in Bank	$ 246,729.27	Accrued Employee Benefits	$ 22,988.68
Investments (at cost)	290,235.09	Deferred Fee Income	37,488.75
Prepaid Expenses	1,021.06	Fund Balance	483,348.49
Accrued Interest Receivable	1,002.00		
Due from Loan Fund	4,838.50		
	$ 543,825.92		$ 543,825.92
RESTRICTED:		RESTRICTED:	
Cash in Bank	$ 208,512.52	Fund Balance	$ 213,537.40
Investments (at cost)	4,989.05		
Accrued Interest Receivable	35.83		
	$ 213,537.40		$ 213,537.40
TOTAL CURRENT FUND ASSETS	$ 757,363.32	TOTAL CURRENT FUND LIABILITIES	$ 757,363.32
LOAN FUNDS		LOAN FUNDS	
Cash in Bank	$ 13,219.75	N.D.E.A.	$ 44,215.74
Notes Receivable N.D.E.A. Fund	38,935.54	Shook Loan Fund	3,000.00
" " Shook "	325.00	Gary Klein Loan Fund	426.05
		Due to Current General Fund	4,838.50
TOTAL LOAN FUND ASSETS	$ 52,480.29	TOTAL LOAN FUND LIABILITIES	$ 52,480.29
ENDOWMENT FUNDS		ENDOWMENT FUNDS	
Cash in Bank	$ 5,000.00	Unrestricted Fund Balance	$ 28,054.66
Investments (at cost	28,054.66	Gary Klein Fund Balance	5,000.00
TOTAL ENDOWMENT FUND ASSETS	$ 33,054.66	TOTAL ENDOWMENT FUND LIABILITIES	$ 33,054.66
PLANT FUNDS		PLANT FUNDS	
Investments (at cost)	$7,326,710.45	Notes Payable	$5,380,000.00
Accrued Interest Receivable	48,930.19	Investment in Bldg. & Equipment	280,805.41
Buildings (Architects' Fees)	125,664.41	Fund Balance	1,995,640.64
Equipment	155,141.00		
TOTAL PLANT FUND ASSETS	$7,656,446.05	TOTAL PLANT FUND LIABILITIES	$7,656,446.05
AGENCY FUNDS		AGENCY FUNDS	
Cash	$ 6,427.25	Fund Balance	$ 25,521.86
Investments (at cost)	18,958.45		
Accrued Interest Receivable	136.16		
TOTAL AGENCY FUND ASSETS	$ 25,521.86	TOTAL AGENCY FUND LIABILITIES	$ 25,521.86
TOTAL ALL ASSETS	$8,524,866.18	TOTAL ALL LIABILITIES	$8,524,866.18

FIGURE 6

SINCLAIR COMMUNITY COLLEGE
STATEMENT OF CURRENT INCOME AND EXPENSES
FOR THE YEAR ENDED JUNE 30, 1968

INCOME

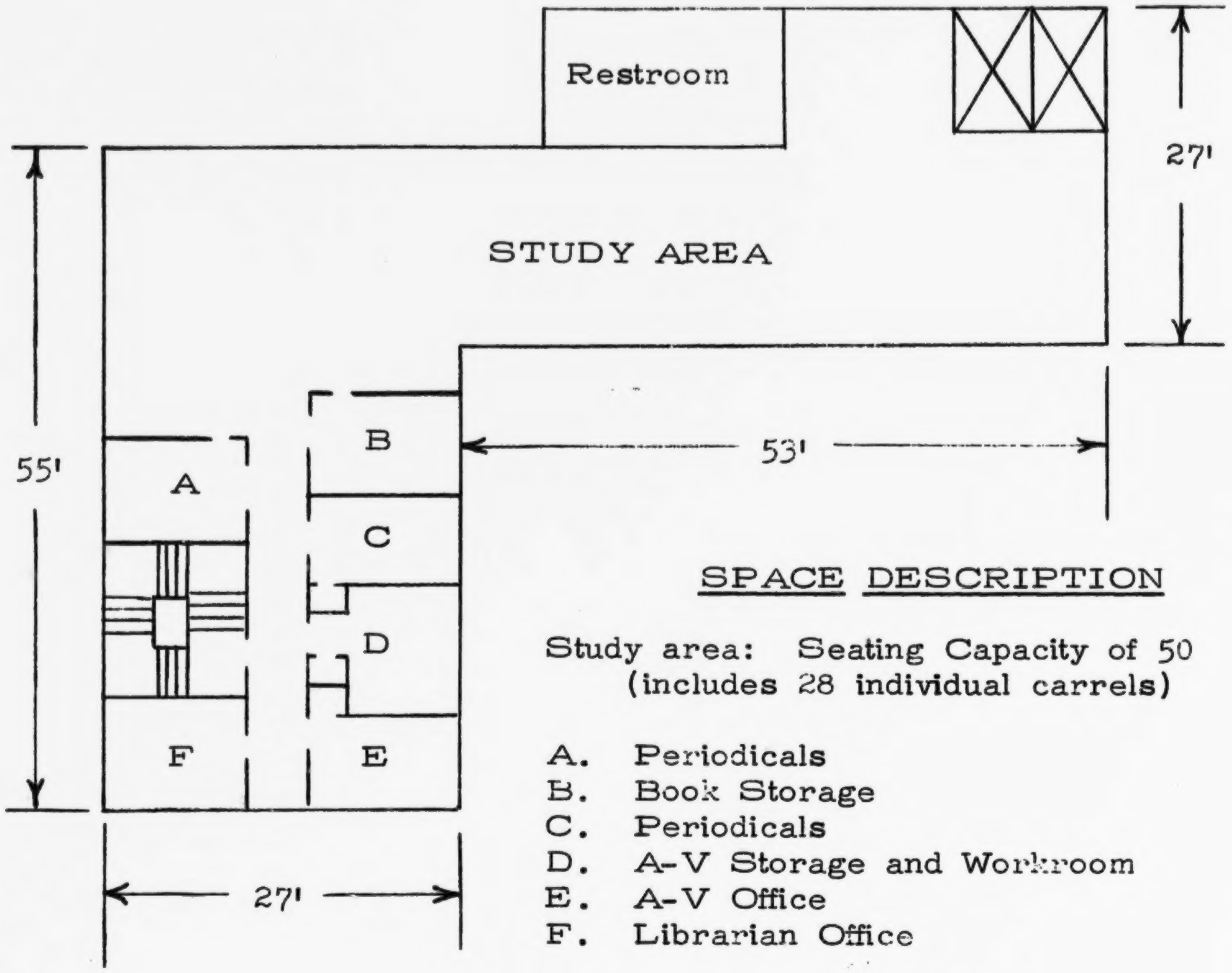
	Budgeted 1968	Actual To Date	% Budget Collected To Date
CURRENT INCOME:			
Instruction & General:			
Governmental Appropriations-State	$ 467,699	$ 565,450	120.9%
" " County	313,056	313,056	100.0%
Instructional Fees	452,250	494,744	109.4%
Service Fees	20,600	36,180	175.6%
Investment Income	-	6,863	-
Other Income	6,000	7,850	130.8%
TOTAL INCOME	$ 1,259,605	$1,424,143	113.1%

EXPENDITURES

	Budgeted 1968	Actual To Date	% Budget Expended To Date
CURRENT EXPENDITURES:			
Instruction & General:			
Departmental Instruction	$ 797,390	$ 801,876	100.6%
Library	56,810	45,104	79.4%
Plant Operation & Maintenance	78,200	93,037	119.0%
Student Services	104,050	89,587	86.1%
General Expenses	130,245	124,667	95.7%
General Administration	92,910	96,339	103.7%
TOTAL EXPENDITURES	$ 1,259,605	$1,250,610	99.3%

FIGURE 7

4th FLOOR - Y.M.C.A.


Restroom
STUDY AREA
27'
55'
53'
27'
A
B
C
D
E
F

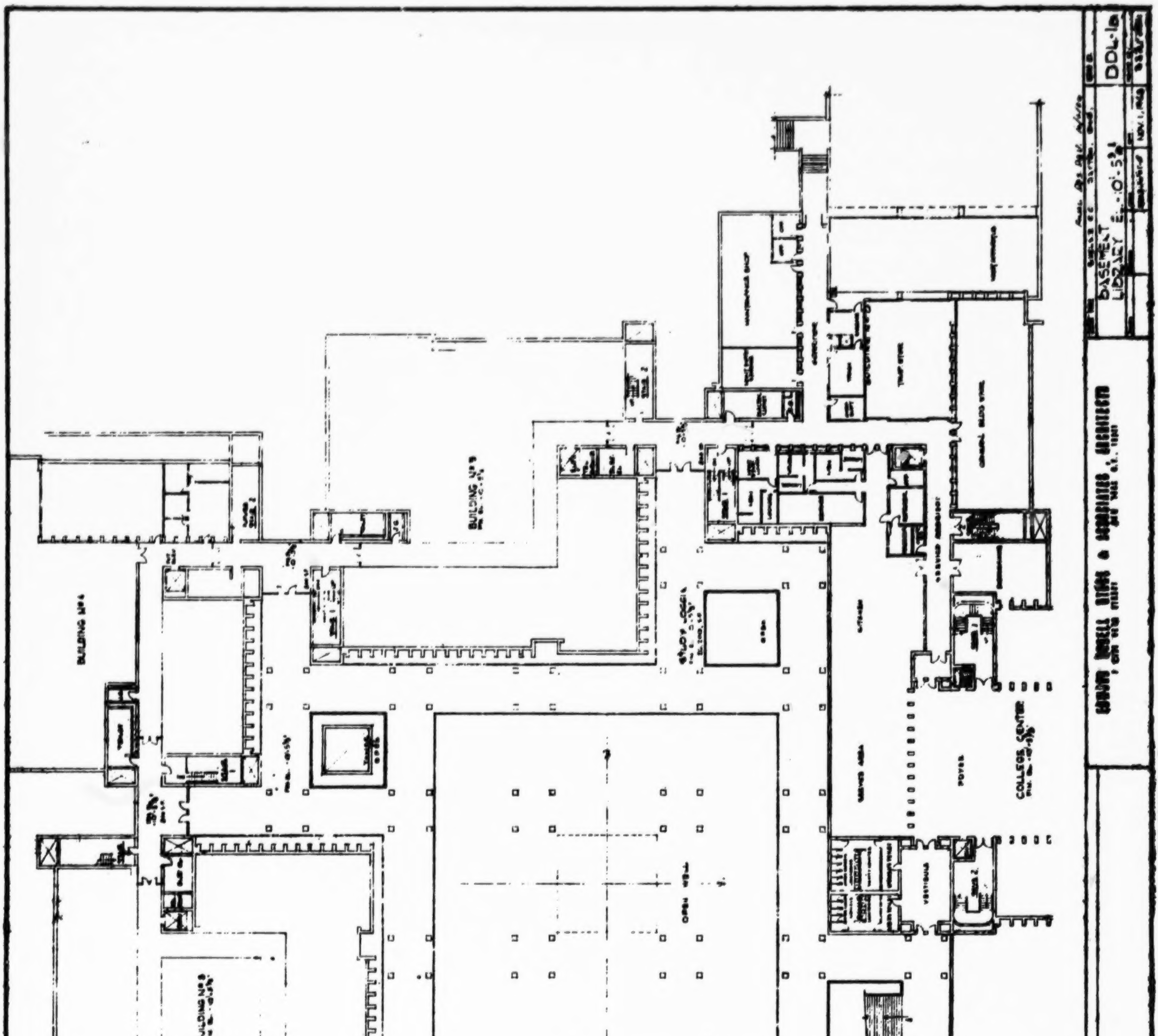
SPACE DESCRIPTION

Study area: Seating Capacity of 50
(includes 28 individual carrels)

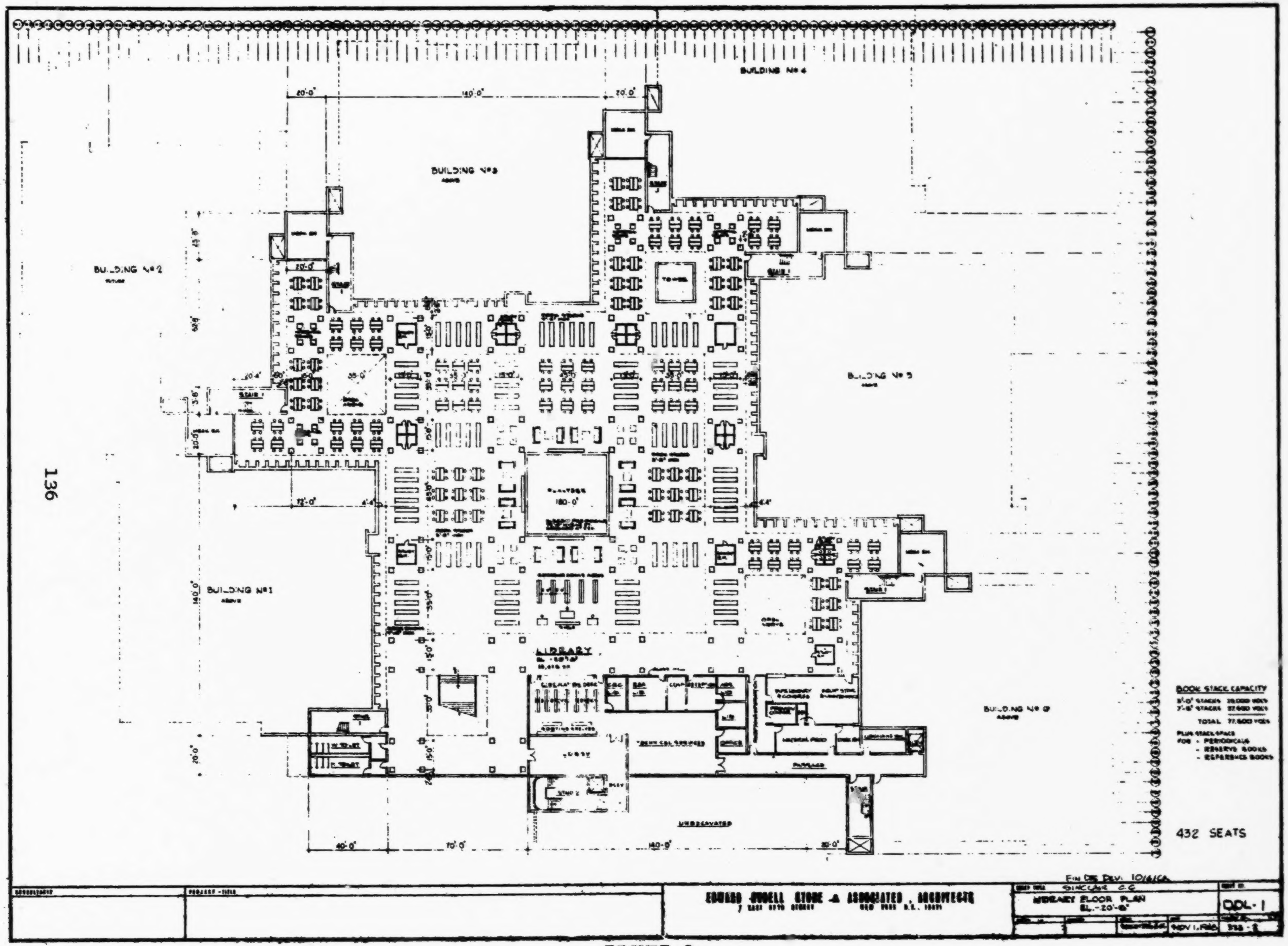
A. Periodicals
B. Book Storage
C. Periodicals
D. A-V Storage and Workroom
E. A-V Office
F. Librarian Office

Scale 1/16" = 1'

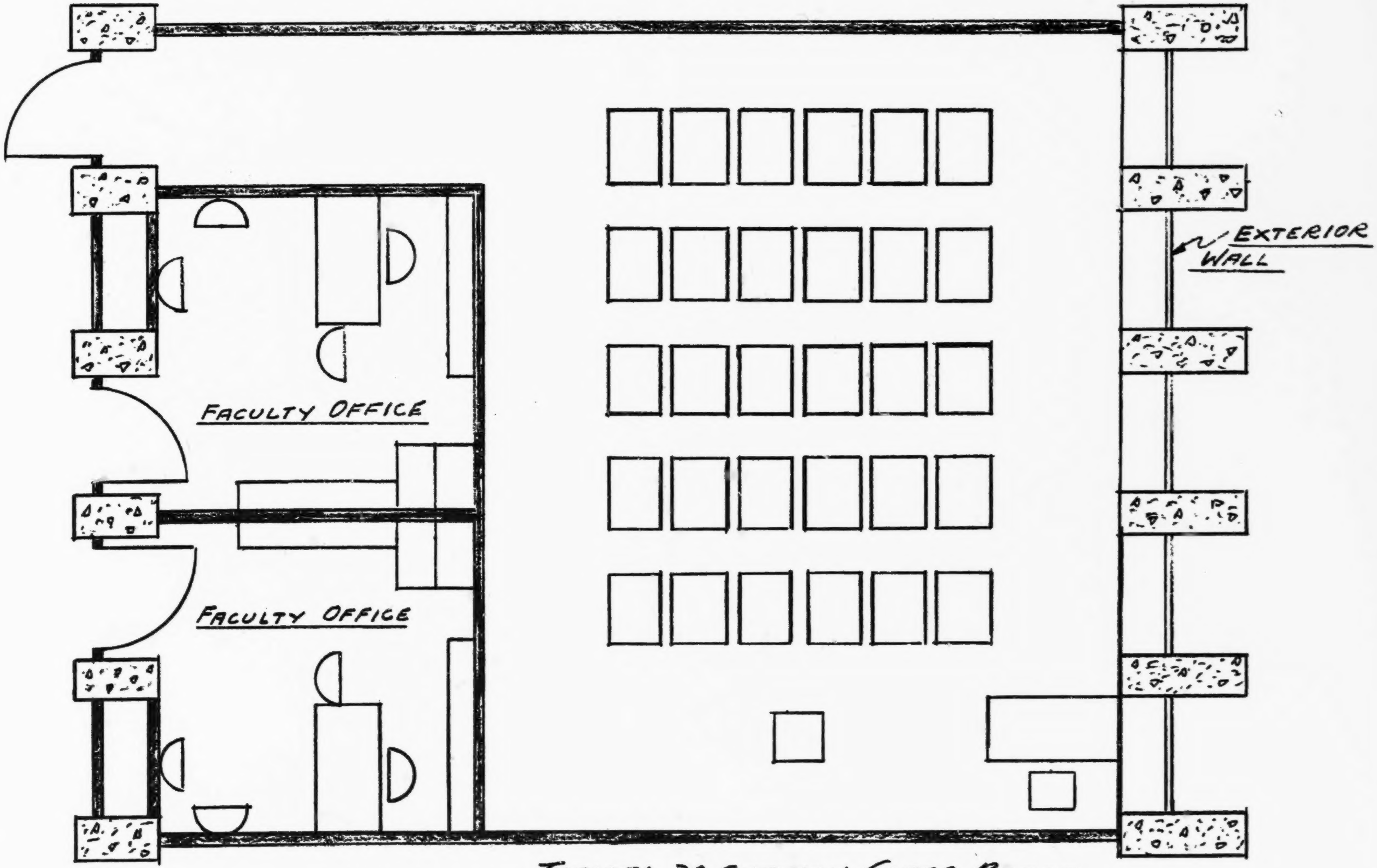
BY: R MOUBRAY 9/27/68


BASEMENT
LIBRARY
DDL-1a
BUILDING No 4
BUILDING No 5
BUILDING No 3
BUILDING No 1
BUILDING No 2
STUDY LOGGIA
OPEN
KITCHEN
SERVING AREA
FOYER
COLLEGE CENTER
VESTIBULE

- FIGURE 8 -

BUILDING Nº 4
BUILDING Nº 3
ABOVE
BUILDING Nº 2
FUTURE
BUILDING Nº 1
ABOVE
BUILDING Nº 5
ABOVE
BUILDING Nº 6
ABOVE
20'-0"
140'-0"
20'-0"
72'-0"
140'-0"
20'-0"
40'-0"
70'-0"
140'-0"
20'-0"
LIBRARY
LOBBY
UNEXCAVATED
BOOK STACK CAPACITY
3'-0" STACKS 20,000 VOLS
7'-6" STACKS 57,600 VOLS
TOTAL 77,600 VOLS
PLUS STACK SPACE
FOR - PERIODICALS
- RESERVE BOOKS
- REFERENCE BOOKS
432 SEATS
FIN DES REV. 10/6/66
SINCLAIR C.G
EDWARD DURELL STONE & ASSOCIATES, ARCHITECTS
LIBRARY FLOOR PLAN
EL.-20'-0"
DDL-1

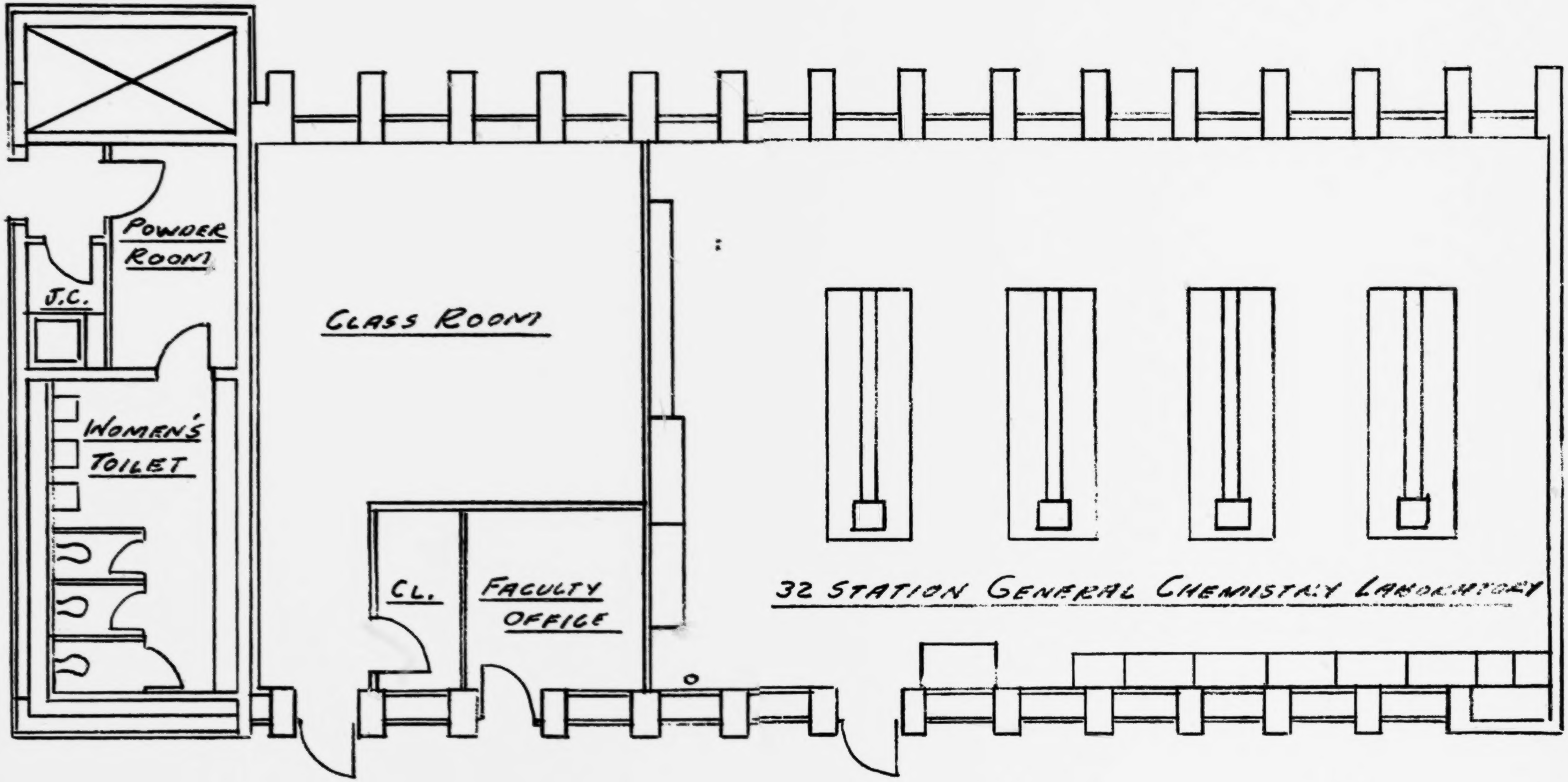
- FIGURE 9 -


FACULTY OFFICE
FACULTY OFFICE
EXTERIOR WALL

TYPICAL 30 STATION CLASS ROOM

SCALE: 1/4" = 1'-0"
BY: JCW 2/20/69

FIGURE 10


POWDER ROOM
J.C.
WOMEN'S TOILET
CLASS ROOM
CL.
FACULTY OFFICE
32 STATION GENERAL CHEMISTRY LABORATORY

TYPICAL LABORATORY QUADRANT

SCALE: 1/8" = 1'-0"
BY: VCW 2/20/63

FIGURE 11

December 16, 1965

CONSULTANT'S REPORT ON SINCLAIR COLLEGE

During my recent visit to your campus, I attempted to look into the discrepancies noted in the North Central report which you received after the evaluation.

Financial Accounting. The question relative to financial accounting seemed to deal specifically with the percentage of the budget allocated to administration and instruction. Monies allocated to these various functions seem to be in proper proportion; however, items included in these two accounting categories tend to show that the area of instruction receives a rather questionable percentage of the total budget. A re-orientation of total budgeting procedures would show that percentage of revenue allocated to instruction is much better than previously reported in this area.

An examination of this discrepancy with the business manager, a very knowledgeable and competent person, revealed that some interesting procedures had been used by previous accountants. A realist approach to the matter may help resolve the discrepancies which are partially explained in the following paragraphs.

The North Central Examiner's Report commented that "there are gross differences between the estimated budget for 1963-64 and the actual budget reported in the annual audit report." This difference, I believe, is due to the fact that the examiners are comparing the budget for twelve months with the audit report for eight months. Previously, the College had been on a calendar year, ending December 31 of each year, and upon the recommendation of our North Central consultant, Dr. Geisert, the College converted to a fiscal year ending August 31 in 1964. This created a short eight month "year" beginning January 1, 1964, and ending August 31, 1964. It was the operation for this eight month period that was compared with the budget for the twelve months that would have ended December 31, 1964. At the time the budget was prepared, the College administration did not know that they would convert to a fiscal year ending August 31.

The examiners' report also stated that the 1963 per capita cost was $720.21, and that this seemed comparatively high when contrasted with other junior colleges. The figure of $720.21 is high since it is computed by dividing total expenses of $387,472.43 by the full-time equivalent enrollment in 1963 of 538 students. However, since this total of $387,472.43 includes $31,380.18 of bookstore expenses which are not a part of the per capita costs, perhaps the enrollment should have been divided into $356,092.25, the actual educational expense. This would have resulted in a per capita cost of $661.88 instead of $720.21.

The "Provisional Master Plan for Public Higher Education in Ohio" published by the Ohio Board of Regents in April, 1965, states "experience at two year institutions in Ohio suggests an annual need for total operating resources of about $700.00 to $750.00 per full-time equivalent student." This would indicate that expenses are not out of line.

Although the College has done some real "soul searching" in areas covered in the NCA report, it must now deal with problems related to divisional needs. Brief meetings and discussions with division chairmen indicate that the individuals have not been receiving information relative to budgeting for their respective divisions. It is suggested that communication could be enhanced by virtue of submitting running accounts of expenditures made by various divisions. This would allow division chairmen to plan realistically for their divisions.

Instruction. The Dean's Office is already in need of assistance in operating and supervising the evening program. Adult and evening classes cannot grow adequately by incidental supervision. To make substantive progress, specific administrative supervision and guidance is needed. In the case of Sinclair College, the need is much greater because the evening program appears to make greater demands than the day program. To support this observation, note should be made of the present cooperative program. When specific supervision was given this program, it began to give promise of excellent results. Today this program is one of the truly bright spots of the College.

Student Affairs. Considerable promise is a potential of this area because of the excellent leadership here. However, if this is to come to fruition, the farsightedness of the present dean must not be hampered by inadequate facilities. Extracurricular activities have "perked up" under the present dean. Even "morale building" basketball has developed under his supervision. The orientation program and testing have developed effectiveness and sophistication. Knowledge of graduates and knowledge of potential of present students are beginning to show promise of what can be done to inspire students to continue work beyond that done at Sinclair College.

Divisions of Instruction. Leadership in at least two divisions which the consultant was able to analyze is good. These two individuals look forward to expansion and growth, but at the same time they express need for some caution in expansion in order to preserve and enhance quality.

Instruction, generally, should continue to improve because of the attempt of the College to raise salaries and keep staff. Teaching loads continue to be heavy, but extra compensation for this has had a motivating influence to do a better job. Plans now are to keep teaching loads in line and to offer courses only where the instruction is supported by staff and facilities.

Library. A good area is the library. Although acquisitions are never adequate, the present librarian has developed a keen interest in moving the library forward by building backlogs of periodical collections as well as microfilms. Indeed, this area could use microfilm and tapes of all kinds which are pertinent to this area of learning. And even though space is limited, a microfilm reader could be a welcome asset to this particular function.

In terms of staff, the College must acquire more individuals who have had professional training in library endeavors. The present help is competent, but not in some of the crucial areas needed to supplement the work of a good librarian.

Technical and Science Education

An area which has received considerable attention is the one of technical education. Since the NCA evaluation, efforts have been made to acquire more equipment and to expand facilities. Both of these have been accomplished to a point. More must be done to bring in competent staff in this area and to provide more sophisticated material to the area of science, particularly chemistry. Although instruction in chemistry is good, the modest facilities will always be a great handicap to the best instruction. Curricular expansion in this area should not take place until the present instructor (a competent one, indeed) is given an opportunity to bring better financial support to the present chemistry offerings.

College Planning. This function is handled by an extremely capable director. Public relations activity of this individual has done much to bring the College to the attention of the community. Efforts continue to be made to effect a college program which will be supported with a good financial base. At the time of the visit, progress was evident that the College could indeed become a public enterprise with good public financing.

Time is of essence at this point and efforts of all kinds should be made to bring the faculty into planning this "new" educational enterprise. The Dean of Instruction should indeed be directing the faculty in projection studies of what this College should become and how each division will design aspirations for growth. A study of detail and magnitude should be the present preoccupations of the staff. This effort should describe programs, needs (financial, physical, human and organizational), and philosophy of Sinclair College of the future. Despite the outcomes of the "May election" this study is needed and must have the involvement of all.

Facilities. Most of the educational facilities are modest, and in some areas, inadequate. Gym facilities exist only insofar as students take advantage of the YMCA accommodations. However, this is a quixotic approach and not too much good evidence supports the present physical education program which seems to be predicated on the whims of students. If no more facilities in this area can be made available it will be necessary for the College to develop a systematic physical education program directed by a competent instructor and built around present facilities.

Board Leadership. This function seems to have been inspired by successful efforts to make the College a public institution. Reports from administrative officers reflect the enthusiasm of these board members. Continued progress in this area will undoubtedly culminate in a much better financial base effecting vigorous academic programs, excellent staffing, and better facilities.

Indeed the future of the College hinges on its ability to acquire financial support which will enable it to grow systematically and to provide facilities which will support better its curricular offerings.

CONSULTANT'S REPORT

SINCLAIR COLLEGE, DAYTON, OHIO
June 27-28, 1966

Introduction

This is a report on the second visit to Sinclair College. The ostensible purpose of this visit was to determine the progress this institution was making in correcting deficiencies noted by a previous examination conducted by the Association. However, with the institution's moving from private status to public support, the visit concerned itself also with the aspects of this new status and the extent to which it affects the total commitment of the institution. Consequently, this report will attempt to reflect the impact of this new turn and its subsequent concomitants.

Resume of Previous Findings

Sinclair College was reviewed by an accreditation team nearly two years ago. Findings revealed that the college had perhaps over-extended itself and could not support adequately the programs it had implemented. Essentially, the institution did not have the financial resources to do an effective job in all areas. In light of this, it was given candidacy status and at that time suggestions were made by the Association which prompted the institution to re-examine its programs and to determine what avenues could be taken to acquire substantial financial support. This quest for fiscal solvency precipitated subsequent activity, resulting in a change from private support to public support. At the present time the institution is in this transitional stage which will be fully realized before September, 1966.

Present Status

On May 3, 1966, the voters of Montgomery County approved a ten-year one-mill levy which will provide $20,000,000 in operating and capital funds for Sinclair Community College. On June 8, 1965, the Montgomery County Community College District was created pursuant to the Ohio Revised Code. On June 12, 1965, the Secretary of State declared this district established.

On or before September 1, 1966, Sinclair College, the private institution, will convert to Sinclair Community College and will be operated by the Montgomery County Community College District Board of Trustees. This newly elected Board consists of seven members, four of which served on the Sinclair College Board of Directors. This, of course, assures continuity in Board leadership, and the fact that the present faculty and administration will form a nucleus of the public college gives further assurance of this. According to the written proposal and to a member of the Board of Trustees of the Sinclair Community College (with whom the consultant visited), the same program and the same purposes will be served by the public institution.

On June 27, 1966, President Bussey of Sinclair College refelected the aforementioned information in a letter to the Executive Committee of the Association. In light of all that has occured and in light of the manner in which the transition is being effected, the Consultant would like to recommend that the Association approve the change of status of Sinclair College to Sinclair Community College and that this recognition of status change become effective on or before September 1, 1966, depending on the date at which time the transition has been completed.

Present Trends

With the advent of this change in status, the college realizes an increase of nearly four hundred percent in future operating and construction monies. This will allow the institution to move rapidly in areas of construction, equipment, salaries, and other needs which are indispensable to curricular implementation.

At the present time, Sinclair College has organized a committee, made up of faculty representatives and headed by the Dean, to study construction needs in light of present and future offerings. To continue this process it will be necessary to involve the total faculty which, in light of espoused purposes, should describe physical as well as human resources required to implement needed curricula. Furthermore the faculty should be given guidance in this endeavor by someone who can translate these into educational specifications. Subsequently, these educational specifications must go to the architects for purposes of ultimate design and construction of the physical plant.

Orderly growth can be achieved for the Community College through careful planning. This entails studies which are presently being conducted in areas of population projections and aspirations of high school graduates in the Dayton area. Preplanning is also necessary in anticipating and projecting curricula formerly not included in the College program. Lay and business advisory groups should also be used in this endeavor.

More than a pedestrian approach will be necessary in contemplating the total college enterprise. Even the physical structure of the new buildings will suffer aesthetically if imagination and courage are not used in the design of these. In curricular areas, the collective intelligence of all concerned--students, faculty, administration and Board must be to bear on present and future offerings in all areas.

Administratively, the college is well equipped. Competent individuals make up this hierarchy; however a close look is needed with a view toward augmenting this staff to supervise and direct evening school offerings and instruction.

The teaching staff presently comprises a cadre of excellent instructors. Classes visited were conducted in excellent fashion; certainly in a manner indicative of previous preparation and thought. To continue instruction on an effective basis, more faculty recruitment is necessary and higher salaries must be paid. Evening school instruction will soon begin to burden staff because of the early demands which will be made in this area. Capitalizing on these demands, the college will have to respond quickly by providing necessary courses and programs. Otherwise the favorable location of the institution, that is, its proximity to needy clientele, will not be used advantageously.

Undoubtedly, temporary quarters will be needed and provisions for these are indeed good. The present high school facility should serve well until the new buildings are ready for occupancy. These provisional measures, however, will require considerably more supervision and administrative personnel if day and evening offerings are to run smoothly.

The future is indeed bright for Sinclair Community College. Its right to optimism is reflected in community support, financial resources, competent staff, and enthusiastic outlook. The next two years should be exciting ones. The college should not make an effort to undertake a self-study until it has had an opportunity to look at itself for at least one more academic year. This means that it would begin formally to initiate a self-study during the 1967 academic year. The study could thus be sent to the Association before June of 1968. During the fall of 1968 the college might expect another evaluation and the results of this would then be presented to the Association during the regular winter meeting. This timetable is suggested for purposes of apprising both the college and the Association that a premature effort relative to this would prove abortive and its quixotic effects could do much to detract from the excellent results which would undoubtedly come at a later date.

John P. Turano
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Consultant's Visit to
SINCLAIR COMMUNITY COLLEGE
Dayton, Ohio
February 14, 1967

INTRODUCTION

This visit has been the third in a series of planned visits to Sinclair Community College. The purpose was to assist the institution in preparing a self-study.

SIGNIFICANT ASPECTS OF THE VISIT

Presently, the college is in the process of finding a new president. Faculty and Board members have been screening prospective candidates for this position and at the time of the visit were in the final stages of selection. President Bussey, who is retiring from this position, will remain on the staff of the College for purposes of making the transition and assisting in the implementation of the new College enterprise.

Time is of essence in the selection of the new president inasmuch as the new physical plant, curricula, staff, and orientation of the College will be determined to some extent by this individual. In light of this, the Board should move with dispatch in this appointment.

CURRICULA

Despite the fact that many things are in a state of flux, awaiting the appointment of the president, the College has continued to make strides in organizing and implementing new curricula in fields germane to the College. Although this is laudable, the College must now think seriously of conducting empirically based surveys of the needs of the greater Dayton area. Then in light of this survey, curricula should be instituted (in light of economic feasibility) to accommodate these needs. Again, this should be a priority program and demands immediate attention.

PHYSICAL FACILITY

Although the initial efforts to obtain new facilities were made last year, the College has not arrived at a set of specifications outlining precisely what is needed in a new physical plant. Additionally, the institution is without an architect who could and should translate these specifications into something physically meaningful.

The delay, however, has some beneficial effects. It has offered many opportunities for staff to visit new and innovative college sites and facilities and has matured the opinions of individuals---relative to the functional as well as aesthetic aspects of the new college campus.

Again, emphasis should be placed on acquiring an architect and in drawing up specifications for him to use as points of departure.

FACULTY

There is a noticeable upgrading of faculty by virtue of competitive salaries and opportunites to prepare classroom activities. Today, the College is in an excellent position to acquire teaching and administrative staff. As reflected in instructional divisions, all new and old curricula are reasonably well staffed and supported with additional instructional supplies.

ALUMNI

One of the very apparent improvements in the total College enterprise is the progress which has been made by the Director of Development.

His efforts to organize alumni groups and to apprise alumni of college developments are indeed laudable. The publicizing of programs old and new also has been a great achievement of his office.

THE SELF STUDY

In light of the fact that most of the day was spent discussing the self-study the details will not be given in this report. It is, however, important for the College to consider seriously the involvement of all members of all divisions for this purpose. The fact that too great an involvement may make the process unwieldly is also recognized. However if the effort is to have significance for the institution, it seems that every individual should realize that the self-study can contribute to his effectiveness as a teacher and also to his effectiveness as an integral instrument in implementing the College objectives.

It may be well for the College to give greater emphasis to the instructional program insofar as this reflects the efforts that have been made to support the teaching areas with adequate staff and with adequate instructional supplies. The self-study can not reflect a very good image of physical facilities because physical facilities are not adequate in many given areas. It is suggested, therefore, that considerable effort be made to show what the physical facilities will be when the College is moved to the new site and the program is implemented in the new facility.

Essentially, the self-study could become a very pertinent instrument apprising all faculty of strengths and weaknesses of the institution and in so doing, assist in building the kinds of curricula, the kinds of staffing patterns and the kinds of physical facilities which will serve the greater Dayton area and the students who go to Sinclair Community College.

SUMMARY

The College has moved forward in curricular matters although many of the needs in physical facilities have not been met. In the area of library resources the college should be complimented for its earnest efforts to continue to upgrade this facility.

Salaries and teaching opportunities have continued to improve. Staff support in all curricular areas also has begun to show promise of an excellent future in implementing curricula. It is regrettable, however, that the College has been unable to make more progress in developing a set of specifications, acquiring an architect, and conducting an empirical survey of needs for purposes of planning and implementing the new Sinclair Community College.

Supplement to the
Consultant's Report
NCA - John P. Turano
March 27, 1967

Physical facilities should correspond to the nature and extent of offerings at a given institution. In light of this, it may be well for Sinclair College to contemplate its curricular offerings for purposes of evolving educational specifications for new buildings and ultimately architect's plans for these.

In planning programs it is well to keep in mind the balance that should be achieved between the curricular and extra-curricular. There is reason to expect that the North Central Association would be interested in physical education which lends itself to the development of health and physical habits which enhance the learning potential of all students. To do this adequately requires a physical plant and teaching staff commensurate with the objectives of the program and of the institution. It has been the experience of the consultant that institutions espousing programs worthy of accreditation have generally made provisions for physical education of the kind mentioned in this report. This, of course, means that the total offerings in this area would include intramural, health and activity courses. Major sports are not necessarily considered an integral part of physical education.

It may be well for Sinclair College to look seriously at its role in providing activities for purposes of developing leisure time pursuits and optimum health habits in physical education to serve its student body which will probably be made up of urban youth.

John P. Turano
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CONSULTANT'S VISIT

SINCLAIR COMMUNITY COLLEGE
Dayton, Ohio
September 28, 1967

At the request of President Knudson, the consultant examined five areas of concern to the institution. In this effort the brevity of the visit allowed only a cursory overview of some of these emerging developments.

Organizational Revisions

In the formative years when the college had fewer than ten full-time faculty members and an administrative staff of two or three individuals, a definite organizational chart was not really critical. However, during the past five years, the faculty has grown seven-fold and the administrative staff has more than doubled. Organization of this body is a legitimate area of study.

At the present time it would be feasible to organize the college under three major divisions--student personnel, business affairs, and instructional services. These divisions would allow for considerable growth and expansion and at the same time would not have too many individuals reporting to the president of the college.

Attention in any form of administrative organization would have to be given to the roles of the Dean of Instruction and the Director of Evening and Extension Classes. Inasmuch as these two individuals will be utilizing many of the same faculty members and course offerings, it will behoove both of them to maintain open lines of communication. Additionally, division chairmen must work with both, for purposes of deploying faculty and devising curricular offerings. In light of this, it may be well for the college to consider the Director of Evening Instruction as a liaison officer responsible to the Dean of Instruction.

Curricular Offerings

The college has moved significantly in the areas of course and program considerations. Many terminal programs have been devised, but many have not been fully implemented because of inadequate facilities. Despite these impediments, it behooves the institution to give immediate and careful consideration to programs in music, including instrumental as well as vocal endeavors. Presently, the college is almost completely devoid of activities in instrumental music.

Full-time instructors in languages should help in the further implementation of curricular programs in French, German, and Spanish, as well as in other languages germane to needs and demands of students in the greater Dayton area.

It is significant that the college is moving ahead in medical arts, including nursing and mental health. The critical needs for nurses and mental health technicians should support any overtures made by the college to fill these professional voids in its legitimate service area.

Advisory Committee

As in the case of most community colleges, Sinclair Community College has endeavored to organize a viable procedure for determining needs of the community. The present plan of enlisting the efforts of community leaders to give directions to this endeavor is indeed laudable. This plan, although still inchoate, appears to be excellent and should produce excellent results under the leadership of the college.

Financial Management

This aspect of concern is crucial because of the growth of the financial operation of the college. Immediate attention should be given to the appointment of a business officer to assist in the direction of all business affairs. The indivisual who presently handles all of this aspect must be given considerable assistance and must reorganize the mode of operation so that subordinate officers may find suitable positions that lend themselves to supportive services in business affairs. Ideally, the college should begin to think of implementing positions of a purchasing agent, treasurer, and secretary.

Development and Research

These two areas are beginning to emerge at this institution. The appointment of a director of research is indeed a significant move and should prove fruitful in the development and efforts of the college.

The new administration should be complimented for the manner in which specifications were devised for purposes of designing new buildings. Although the President has been in this official position for approximately two months, he was able to organize groups for purposes of bringing together materials which the architects will translate into meaningful designs to accommodate curricular programs.

General

Morale at Sinclair Community College is high. Discussions with faculty members, administrative council members and other indicate that the spirit for desirable changes is evident. It is indeed a compliment to all concerned that the college has been able to capture the initiative of a capable group of educators to move forward on a new educational enterprise.

Recommendation

Inasmuch as the college has just emerged as a public institution with a totally new budget and building program and inasmuch as the chief administrative officer is new to the college this year, all efforts to initiate a self-study should be made in the fall of 1968 for purposes of inviting a team for an examination in 1969.

John P. Turano
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CONSULTANT'S REPORT
SINCLAIR COMMUNITY COLLEGE
Dayton, Ohio
June 11, 1968

Introduction

The progress experienced by this institution is indeed laudable. In reality, it is nearly impossible to record the dimensions in which this College has moved and is moving. But of more importance is the spirit which pervades the institution and the involvement of the Board, administration, faculty, students and community in effecting a new educational enterprise. In light of this only a few aspects of this are covered in this report.

Significant Efforts

Self study. The personnel of the College are beginning to emerge from the first efforts of a self study. These efforts show well the areas in which the College must continue to examine itself for purposes of analysis. All data collected by this group, obviously cannot be put into the self-study document; however these data are all significant inasmuch as they apprise the faculty and administration of the status of the College.

Although more information is needed for the self-study and institutional improvement purposes, it may be well for the study group to begin a refinement of significant findings in order to summarize much of the data for practical purposes. The consultant should like to suggest, also, that careful examinations of process be made to determine how budgeting, curricular changes, and other aspects of the College are effected.

Additionally, the real value of the self-study will be the extent to which everyone concerned with institutional growth is involved in this directly or indirectly. Part-time faculty could also profit from the involvement as well as faculty generally. It was gratifying to meet with this self-study group and to learn of the enthusiasm and involvement of the administration and staff in this endeavor.

Advisory Committee. Through this procedure, the College has been able to involve significant and influential groups in the evolution of curricula. Of equal significance, however, is the fact that the greater Dayton community has become aware of the potential of this community college. This has resulted in lay support, and enthusiasm for Sinclair Community College. Although the consultant has no contribution to make to this process, he should like to express here his regard for the insight and leadership given this program.

Institutional Studies. Areas concerned with research have been far-reaching at this institution; but perhaps of real significance has been the one concerned with student attrition at Sinclair. In light of this the consultant should like to suggest that two documents be examined for purposes of comparative analysis. One is Junior College Student Personnel Programs by Charles C. Collins and published by the American Association of Junior Colleges, 1967. The other is The Junior College Student, by K. Patricia Cross, published by Educational Testing Service. Both of these booklets give excellent profiles of students who attend community colleges throughout the United States. Additionally, one of these documents gives excellent suggestions for improvement of counseling and personnel services for these institutions. If the College has not already availed itself of these, it should make every effort to do so.

Administrative Organization. Recently, The College Board adopted the new organizational chart submitted by the College. This appears to be an excellent improvement over the former one. Although changes in this organizational framework will have to be made from time to time, this new format will give good direction and certainly a new point of departure.

Physical Planning. The College is beginning to see the end of the first physical planning stages. Essentially, the new College enterprise is just about formed. Additional requirements will be made, but the administration of the physical structure is quite apparent.

Curriculum studies in nursing, business and other areas are moving forward. The College has not been waiting for the physical facilities to become available before attempting new programs. This is significant and more important is the part that the administration and faculty as well as the Board are continuing to contemplate Sinclair Community College by virtue of all of these curricular overtures.

Student affairs. Student involvement in curricular and extra-curricular activities should be a part of the self-study. It would be well to show the equity students have in the implementation of programs particularly in the extra-curricular areas.

Faculty benefits. The College has moved rapidly in improving faculty welfare. Significant studies in faculty salaries have been made. Additionally, efforts to appraise teaching effectiveness have given impetus to excellent faculty evaluation.

Summary

This institution is rapidly approaching significant phases in its total development. In this regard, the present self-study should be used to give empirical support to the direction the College will take in the years ahead. This means, of course, that a thorough analysis must be made through the present self-study approach. It looks as if this is being done.

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Consultant's Visit
to
SINCLAIR COMMUNITY COLLEGE
Dayton, Ohio
February 26, 1969

Introduction

In light of the final steps being initiated by the College, completing the self-study, it appears unlikely that another visit to the institution will be necessary. This statement is needed in order to explain the rather cursory report which follows in subsequent paragraphs. Over a period of three years, this Consultant has followed the exciting progress of a college in moving from stages of mendicancy to a position of strength, virility, organization and promise.

The Institutional Self-Study

This document is in the stages of refinement and coordination of information. Faculty involvement in making the institutional analysis has resulted in keen interest in the College by all individuals. The final process should continue to involve the total college; the real impact of the document should be the results of the involvement. In observing this, the College will find excellent coordination in its final efforts; duplication will be averted; and redundancy will be eliminated.

Institutional Progress

Programs which were not fully developed in continuing education, mental hygiene, nursing and business are now beginning to flourish. Administratively, these programs are well supervised; however it behooves the College to look at the program coordination in cooperative education as it related to the division of business. Additionally, continuing education programs may experience some difficulty if more coordination is not given in the divisional areas. All of these are minor and necessitate only meager changes.

Physical Plant

Progress in bringing the new physical plant into reality is rapid. With the advent of the new campus, the College will find many of the impediments gone, but many new challenges appearing. To anticipate these the administration has been wise in suggesting changes which will have to be considered in facilitating the move to the new campus. The new administrative organization is an effort in this direction. It has been well conceived and is working well presently.

Summary

As mentioned in the introductory statement, the College has moved rapidly to a position of strength. The institutional self-study reflects well the attitude of the College. It is recommended that the self-study be completed and submitted to the Association so that a North Central Association evaluation team may appraise the institution during the fall term of 1969.